

**TAHPERD**  
**Texas Physical Education TEKS Framework: Movement Skills - Kindergarten - Team Sports**

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
<b>A. Movement</b>	I. Movement Concepts	a. Spatial/ Body Awareness	1	<b>K.1A</b> travel in different ways in a large group without bumping into others or falling.	<b>1.1A</b> demonstrate an awareness of personal and general space while moving at different directions and levels (high, med., low).	<b>2.1A</b> travel independently in a large group while safely and quickly changing speed and direction.	<b>3.1A</b> travel forward, sideways, and backwards and change directions quickly and safely in dynamic situations.	<b>4.1A</b> demonstrate changes in speed during straight, curved and zigzag pathways in dynamic situations.	<b>5.1A</b> demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent.	<b>6.L001</b> demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent.
<b>A. Movement</b>	I. Movement Concepts	a. Spatial/ Body Awareness	1.1	<i>identify personal space; demonstrate self-control; move in different directions and levels without falling or contacting others; move in straight, curved and zigzag pathways using locomotor movements (walk, run, leap, jump, hop, gallop, slide, climb, and skip).</i>	<i>practice moving in various directions and levels (high, medium, low) in large groups using different locomotor skills (sliding, crawling, walking, hopping, etc.) without bumping into others or falling.</i>	<i>participate in movement activities safely utilizing various forms of media such as music, whistle, instrument, claps and/or verbal cues while moving through general space.</i>	<i>safely perform fundamental movement skills while traveling in general space such as changing directions and speed.</i>	<i>participate in dynamic activities that include speed and directional changes such as basketball dribbling and soccer dribbling.</i>	<i>practice proper techniques in dynamic movement activities such as bending the knees when jumping for height and absorbing force when landing.</i>	<i>practice proper techniques in dynamic movement activities such as bending the knees when jumping for height and absorbing force when landing.</i>
<b>A. Movement</b>	I. Movement Concepts	a. Spatial/ Body Awareness	2	<b>K.1C</b> demonstrate non-locomotor (axial) movements such as bend and stretch.	<b>1.L001</b> demonstrate a variety of body shapes at different levels.	<b>2.1C</b> combine shapes, levels, and pathways into simple sequences.	<b>3.1E</b> demonstrate proper body alignment in lifting, carrying, pushing, and pulling.	<b>4.1C</b> combine shapes, levels, pathways, and locomotor patterns into repeatable sequences.	<b>5.1B</b> demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump.	<b>6.1C</b> perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences.
<b>A. Movement</b>	I. Movement Concepts	a. Spatial/ Body Awareness	2.1	<i>demonstrate axial movements such as stretch, shake, bend, twist, swing, turn, and sway.</i>	<i>perform a variety of body shapes and positions at different levels including straight, tuck, pike and straddle while sitting, laying down and standing.</i>	<i>execute a movement sequence using shapes (creative dance), levels (high, medium, low), pathways (zigzag, straight, curved, directional).</i>	<i>demonstrate proper body alignment through visual cues, teacher/student demonstration and games/activities including key components such as knees bent, muscle identification, back protection, posture, body leverage.</i>	<i>perform a repeatable sequence that includes shapes, levels, pathways and locomotor patterns such as square dance formations, dance pad routines, line dances, tumbling routines, and sport patterns.</i>	<i>demonstrate competence while participating in activities that combine fundamental locomotor skills such as tag games, jumping sequences, and dance routines.</i>	<i>demonstrate proper technique in executing footwork in various approaches and sequences, such as participating in stunts and tumbling, performing triple jump and high jump, jump rope, rhythms and dance routines.</i>

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Texas Physical Education TEKS Framework: Movement Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	1	7.1B demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball.	8.1B demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball.	FPF.L001 apply personal and group spatial concepts when participating in all physical activities.	AOE.L001 apply personal and group spatial concepts when participating in all physical activities.	AA.L001 apply personal and group spatial concepts when participating in all physical activities.	IS.L001 apply personal and group spatial concepts when participating in all physical activities.	TS.L001 apply personal and group spatial concepts when participating in all physical activities.
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	1.1	<i>move appropriately in game situations including staying between opponent and goal, moving between opponent and the ball, positioning to execute a skill such as guarding in basketball, blocking in soccer and volleyball.</i>	<i>participate in game situations using strategies such as guarding during basketball, offensive and defensive skills in sports such as football, volleyball, ultimate frisbee, etc.</i>	<i>incorporate appropriate spatial concepts in movement activities such as moving in different directions and levels and variance of speed.</i>	<i>incorporate appropriate spatial concepts in movement activities such as moving in different directions and levels and in variance of speed.</i>	<i>incorporate appropriate spatial concepts in movement activities such as moving in different directions and levels and in variance of speed.</i>	<i>incorporate appropriate spatial concepts in movement activities such as moving in different directions and levels and in variance of speed.</i>	<i>incorporate appropriate spatial concepts in movement activities such as moving in different directions and levels and in variance of speed.</i>
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	2	7.L001 perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences.	8.L001 perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences.					
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	2.1	<i>demonstrate proper technique in executing footwork in various approaches and sequences, such as participating in stunts and tumbling, performing triple jump and high jump, jump rope, rhythms and dance routines.</i>	<i>demonstrate proper technique in executing footwork in various approaches and sequences, such as participating in stunts and tumbling, performing triple jump and high jump, jump rope, rhythms and dance routines.</i>					

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A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	3	K.2A identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.						
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	3.1	<i>identify selected body parts during body identification games and song.</i>						
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	4	K.1E walk forward and sideways the length of a beam without falling.	1.1C demonstrate control in balancing and traveling activities.	2.1I demonstrate controlled weight transfers such as feet to hands with controlled landing.	3.1G transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam.	4.1G transfer weight along and over equipment with good body control.	5.1G combine weight transfer and balance on mats and equipment.	6.L002 combine weight transfer and balance on mats and equipment.
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	4.1	<i>walk forward and sideways: on a line on the floor (tape mark, speed rope); on a board on the floor, vary widths and lengths of board; on a beam not to exceed 4"-12" with a spotter; and on a low beam independently.</i>	<i>apply body management skills in activities such as balancing on single and multiple body parts, balancing for a specific amount of time; maintaining personal space while moving.</i>	<i>perform stunts such as animal movements, mule kick, hand stand and tripod. *Mats or soft area recommended.</i>	<i>demonstrate safe transfer on and off equipment looking for proper technique such as proper weight transfer from upper to lower, body alignment (bending of knees and protection of back), visual judgment.</i>	<i>demonstrate good body control as weight is transferred along and over equipment such as balance beams and vaulting equipment and step benches.</i>	<i>participate in activities that include weight transfer and balancing, such as individual and partner stunts, tumbling, and the use of balancing equipment (balance boards, beams, boxes, etc.).</i>	<i>participate in activities that include weight transfer and balancing, such as individual and partner stunts, tumbling, and the use of balancing equipment (balance boards, beams, boxes, etc.).</i>
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	5	K.2B demonstrate movement forms of various body parts such as head flexion, extension, and rotation.	1.L002 demonstrate movement forms of various body parts such as head flexion, extension, and rotation.	2.2B identify similar movement concepts in terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.	3.2A identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force.	4.2A identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving.	5.2A identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw.	6.L003 identify common phases, such as preparation, movement, follow through, or recovery, in a variety of movement skills.

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				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	3							
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	3.1							
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	4	7.L002 travel and move smoothly into weight transfers from feet to hands.	8.L002 travel and move smoothly into weight transfers from feet to hands.					
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	4.1	<i>perform activities such as one leg up, then the other with hands on the floor; mule kicks, cartwheels and round-offs.</i>	<i>perform activities such as one leg up, then the other with hands on the floor; mule kicks, cartwheels and round-offs.</i>					
A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	5	7.2B identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving.	8.2B identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving.	FPF.L002 identify correctly the critical elements for successful performance within the context of the activity.	AOE.2C identify correctly the critical elements for successful performance within the context of the activity.	AA.2D identify correctly the critical elements for successful performance within the context of the activity.	IS.2D identify correctly the critical elements for successful performance of a sport skill.	TS.2D identify correctly the critical elements for successful performance within the context of the activity.

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				<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>
<b>A. Movement</b>	I. Movement Concepts	<b>a. Spatial/ Body Awareness</b>	5.1	<i>practice movement forms of various body parts including head flexion, extension, rotation.</i>	<i>practice movement forms of various body parts including head flexion, extension, rotation.</i>	<i>recognize similar movement concepts such as the skills of "straddle jump", single rope jumping skill and the jumping jack.</i>	<i>perform similar positions in a variety of movement such as eyes on target, weight balance including lowering center of gravity, twisting, turning, proper upper and lower body posture.</i>	<i>demonstrate similar movement elements in sport skills such as underhand throwing, underhand volleyball serving, eyes on target, and weight balance including lowering center of gravity.</i>	<i>name the proper sequence of cues used in a variety of skills such as a free-throw. Prephase (1st): Balance feet and ball in dominant hand, eyes on target, elbows and knees bent. Movement (2nd): Extend knees and arm toward target. Follow-through (3rd): Snap wrist, release ball, and point to target.</i>	<i>name the proper sequence of cues used in a variety of skills such as a free-throw. Prephase (1st): Balance feet and ball in dominant-hand, eyes on target, elbows and knees bent. Movement (2nd): Extend knees and arm toward target. Follow-through (3rd) :Snap wrist, release ball, and point to target.</i>
<b>A. Movement</b>	I. Movement Concepts	<b>b. Qualities of Movement</b>	6	<b>K.1B demonstrate clear contrasts between slow and fast movement when traveling.</b>	<b>1.L003 demonstrate safe stopping and starting techniques in partner and group situations.</b>	<b>2.1B demonstrate skills of chasing, fleeing, and dodging to avoid or catch others.</b>	<b>3.1B demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations.</b>	<b>4.L001 demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills while manipulating objects.</b>	<b>5.L001 cooperatively play a designed or given small group game with opponents that involves throwing, catching, dodging, chasing and fleeing.</b>	<b>6.1B use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver.</b>
<b>A. Movement</b>	I. Movement Concepts	<b>b. Qualities of Movement</b>	6.1	<i>demonstrate clear movement contrasts such as differentiating tempos (slow, medium and fast) while traveling and stopping and starting.</i>	<i>participate in partner activities such as leading and following movements, mirroring, fleeing and chasing, tagging, and performing skills with/without signal. Incorporate the freeze component.</i>	<i>participate in "tag" games and activities utilizing skills such as safe tagging, soft touch by hand or object (noodles, nerf balls, fleece balls), and use of various locomotor avoidance movements.</i>	<i>perform fundamental locomotor and body control skills while participating in activities such as task stations, simple obstacle courses, dodging activities, following teacher cues, and story activities.</i>	<i>perform fundamental locomotor and body control skills while participating in activities such as task stations, simple obstacle courses, dodging activities, following teacher cues, and story activities.</i>	<i>practice small group games such as two on two or three on three, ultimate frisbee, Omnikin, basketball, soccer, football, grid games, etc.</i>	<i>demonstrate proper body positioning, proficiency in footwork, offensive and defensive skills for all sports (executing a platform for a volleyball pass, stretching high for jump shot, spiking and blocking, give and go).</i>

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A. Movement	I. Movement Concepts	a. Spatial/ Body Awareness	5.1	Student is expected to: <i>explain and demonstrate similar movements within various sports such as overhand throw in softball and basketball, toss-up serve in tennis and volleyball, underhand pitch and bowling a ball.</i>	Student is expected to: <i>explain and demonstrate similar movements within various sports such as overhand throw in softball and basketball, toss-up serve in tennis and volleyball, underhand pitch and bowling a ball.</i>	Student is expected to: <i>classify activities as being aerobic or anaerobic and analyze effects of exercise on heart rate.</i>	Student is expected to: <i>describe critical elements for success such as the 11 steps to archery success, CPR performance, casting skills, dutch oven cooking, and camping.</i>	Student is expected to: <i>classify activities as being aerobic or anaerobic and analyze effects of exercise on heart rate.</i>	Student is expected to: <i>describe critical elements for success in the performance of archery (stance, aim, and release), tennis/golf (ready stance, swings and follow through).</i>	Student is expected to: <i>describe the critical elements for success in the performance of selected team sports such as softball (stance, swing and follow through), Lacrosse (cradling, aim, and release).</i>
			6	7.1C demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking.	8.1C demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking.					
			6.1	<i>perform appropriate speed and generation of force such as running sprints, pacing while running distance (800M or more), jumping, kicking and throwing an object (disc, balls, and/or frisbee).</i>	<i>participate in activities that include running sprints, running distance (800M or more), jumping (vertical and horizontal), kicking, and throwing an object.</i>					

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A. Movement	I. Movement Concepts	b. Qualities of Movement	7	K.L001 understand body form in performing movement skills.	1.L004 understand body form and power in performing movement skills.	2.L001 recognize body form, power, and accuracy associated with various movement skills.	3.L001 identify body form, power, accuracy, and follow-through associated with various movement skills.	4.2D describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike and jump.	5.1C demonstrate attention to form, power, accuracy, and follow-through in performing movement skills.	6.L004 demonstrate attention to form, power, accuracy, and follow-through in performing movement skills.
A. Movement	I. Movement Concepts	b. Qualities of Movement	7.1	<i>practice a variety of movement skills focusing proper body form, such as creative dance, striking, and throwing.</i>	<i>practice a variety of movement skills using form and power such as passing, catching, retrieving, and kicking.</i>	<i>practice a variety of movement skills using form, power, and accuracy such as passing, kicking, and throwing.</i>	<i>practice a variety of movement skills using proper body form, power, accuracy, and follow through such as punting (step, drop, kick), and dribbling with hands (finger tips, waist, push).</i>	<i>identify key elements in throwing patterns such as body position, weight transfer, and follow through.</i>	<i>perform the proper sequence of steps in activities such as rhythms, sports (individual and team), recreation (hiking, biking, rock wall climbing) activities.</i>	<i>perform the proper sequence of steps in activities such as rhythms, sports (individual and team), recreation (hiking, biking, rock wall climbing) activities.</i>
A. Movement	I. Movement Concepts	b. Qualities of Movement	8	K.L002 recognize that motor skill development requires correct practice.	1.2A recognize that motor-skill development requires correct practice.	2.2A recognize that attention to the feeling of movement is important in motor skill development.	3.2B know that practice, attention and effort are required to improve skills.	4.2B identify ways movement concepts such as time, effort, space, relationships can be used to refine movement skills.	5.2B identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency.	6.2A know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills.
A. Movement	I. Movement Concepts	b. Qualities of Movement	8.1	<i>recognize practice can help improve skills.</i>	<i>recognize that motor skill development requires correct practice such as modeling correct body position/skills, changing skill practice as a result of corrective feedback and following instruction.</i>	<i>recognize that attention to the feeling of movement (clapping, tapping, marching to the tempo) is important in motor skill development.</i>	<i>understand that practice (time on task, repetition), attention (focus) and effort (corrective feedback, self-assessment) are required to improve movement skills.</i>	<i>identify ways movement concepts can be used to refine movement skills such as time (reduce/increase speed), effort (attention to detail, repetitive practice) space (spread out, respect player position), relationships (peer assessment, player responsibility, team work).</i>	<i>identify the importance of various elements of performance for different stages during skill learning such as form (bent knees, low center of gravity, arms straight), power (transfer of weight, force of impact), accuracy (line up with target, correct follow through), and consistency (correct repetitive action).</i>	<i>know that appropriate practice in static (standing long jump, set shot) and dynamic (running long jump, lay-up) setting, attention (eye contact, verbal cues and response) and effort (body position, execution, follow through) are required when learning movement skills.</i>

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				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	I. Movement Concepts	b. Qualities of Movement	7	7.L003 demonstrate attention to form, power, accuracy, and follow-through in performing movement skills.	8.L003 demonstrate attention to form, power, accuracy, and follow-through in performing movement skills.	FPF.L003 demonstrate proper technique while performing health- and skill-related fitness activities.				
A. Movement	I. Movement Concepts	b. Qualities of Movement	7.1	<i>perform the proper sequence of steps in activities such as rhythms, sports (individual and team), recreation (hiking, biking, rock wall climbing) activities.</i>	<i>perform the proper sequence of steps in activities such as rhythms, sports (individual and team), recreation (hiking, biking, rock wall climbing) activities.</i>	<i>practice proper techniques in physical activities including walking, jogging and weight training and sports.</i>				
A. Movement	I. Movement Concepts	b. Qualities of Movement	8	7.2A create and modify activities that provide practice of selected skills to improve performance such as practice with non-dominant hand, practice specific game situations, or practice jumps or cartwheels in both directions.	8.2A create and modify activities that provide practice of selected skills to improve performance such as practice with non-dominant hand, practice specific game situations, and practice jumps or cartwheels in both directions.	FPF.L004 create and modify activities that provide practice of selected skills to improve performance.	AOE.L002 describe appropriate practices and procedures to improve skill and strategy in an activity.	AA.2B describe appropriate practices and procedures to improve skill and strategy in an activity.	IS.2B describe appropriate practice procedures to improve skill and strategy in a sport.	TS.2B describe appropriate practice procedures to improve skill and strategy in an activity.
A. Movement	I. Movement Concepts	b. Qualities of Movement	8.1	<i>create, modify and practice activities to improve performance such as practice with non-dominant hand, practice specific game situations (offensive/defensive strategies), and practice vertical (high jump, blocking, spiking, jump shot, lay-ups) and horizontal jumps (long jumps, triple jumps).</i>	<i>create, modify and practice activities to improve performance such as practice with non-dominant hand, practice specific game situations (offensive/defensive strategies), and practice vertical (high jump, blocking, spiking, jump shot, lay-ups) and horizontal jumps (long jumps, triple jumps).</i>	<i>create, modify and practice activities to improve performance and practice specific skills.</i>	<i>explain and implement appropriate practices and procedures to improve skills and strategies in various adventure/outdoor education activities.</i>	<i>explain and implement activities to improve performance and to practice specific skills.</i>	<i>explain and implement appropriate practices and procedures to improve skills and strategies in various individual sports activities.</i>	<i>explain and implement appropriate practices and procedures to improve skills and strategies in various team sports activities.</i>



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A. Movement	I. Movement Concepts	b. Qualities of Movement	9	K.L003 participate in appropriate drills and activities to enhance the learning of a specific skill.	1.L005 participate in appropriate drills and activities to enhance the learning of a specific skill.	2.L002 participate in appropriate drills and activities to enhance the learning of a specific skill.	3.L002 participate in appropriate drills and activities to enhance the learning of a specific skill.	4.L002 participate in appropriate drills and activities to enhance the learning of a specific skill.	5.2C choose appropriate drills/activities to enhance the learning of a specific skill.	6.2C practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.
A. Movement	I. Movement Concepts	b. Qualities of Movement	9.1	<i>practice movement skills using a variety of equipment.</i>	<i>practice movement skills using a variety of equipment.</i>	<i>practice movement skills using a variety of equipment with partner and/or small group.</i>	<i>practice movement skills using a variety of equipment with partner and/or small group.</i>	<i>practice movement skills using a variety of equipment with partner and/or small group.</i>	<i>participate in lead-up activities prior to a modified game such as Keep It Up/Volleyball and practice shooting prior to a modified basketball game.</i>	<i>use drills to practice skill techniques prior to applying skills in a game situation.</i>
A. Movement	I. Movement Concepts	b. Qualities of Movement	10	K.L004 make appropriate changes in performance based on feedback.	1.L006 make appropriate changes in performance based on feedback.	2.L003 make appropriate changes in performance based on feedback.	3.L003 make appropriate changes in performance based on feedback.	4.2C make appropriate changes in performance based on feedback.	5.L002 make appropriate changes in performance based on feedback to improve skills.	6.2B make appropriate changes in performance based on feedback to improve skills.
A. Movement	I. Movement Concepts	b. Qualities of Movement	10.1	<i>apply changes using verbal cues, including constructive feedback to improve skill performance.</i>	<i>apply changes using verbal cues, including constructive feedback to improve skill performance.</i>	<i>apply changes using verbal cues, including constructive feedback to improve skill performance.</i>	<i>apply changes to performance based on feedback from state-mandated fitness assessment, teachers, peers and self-analysis.</i>	<i>apply changes to performance based on feedback from state-mandated fitness assessment, teachers, peers and self-analysis.</i>	<i>apply changes to performance based on feedback from state-mandated fitness assessment, teachers, peers and self-analysis.</i>	<i>apply changes to performance based on feedback from state-mandated fitness assessment, teachers, peers and self-analysis.</i>
A. Movement	I. Movement Concepts	b. Qualities of Movement	11	K.L005 know the term "ready position" and what it looks like.	1.L007 know the term "ready position" and what it looks like.	2.L004 understand the term "ready position" and what it looks like.	3.L004 understand the term "ready position" and what it looks like.	4.L003 understand basic biomechanical principles such as lowering the center of gravity and widening the base of support.	5.L003 understand basic biomechanical principles such as lowering the center of gravity and widening the base of support.	6.L005 identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support.

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				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
<b>A. Movement</b>	<b>I. Movement Concepts</b>	<b>b. Qualities of Movement</b>	9	<b>7.2D</b> detect and correct errors in personal or partner's skill performance.	<b>8.2D</b> detect and correct errors in his/her or partner's skill performance.	<b>FPF.L005</b> recognize that improvement is possible with appropriate practice.	<b>AOE.L003</b> recognize that improvement is possible with appropriate practice.	<b>AA.L002</b> recognize that improvement is possible with appropriate practice.	<b>IS.L002</b> recognize that improvement is possible with appropriate practice.	<b>TS.2E</b> recognize that improvement is possible with appropriate practice.
<b>A. Movement</b>	<b>I. Movement Concepts</b>	<b>b. Qualities of Movement</b>	9.1	<i>recognize appropriate feedback for personal or partner's skill performance such as stepping with opposite foot when throwing.</i>	<i>recognize appropriate feedback for personal and partner performance such as stepping with opposite foot when throwing.</i>	<i>recognize and understand that improvement is based upon appropriate time on task such as setting aside time to practice skills during and outside of class time.</i>	<i>recognize and understand that improvement is based upon appropriate time on task such as setting aside time to practice skills during and outside of class time.</i>	<i>recognize and understand that improvement is based upon appropriate time on task such as setting aside time to practice skills during and outside of class time.</i>	<i>recognize and understand that improvement is based upon appropriate time on task such as setting aside time to practice skills during and outside of class time.</i>	<i>recognize and understand that improvement is based upon appropriate time on task such as setting aside time to practice skills during and outside of class time.</i>
<b>A. Movement</b>	<b>I. Movement Concepts</b>	<b>b. Qualities of Movement</b>	10	<b>7.2E</b> make appropriate changes in performance based on feedback.	<b>8.2E</b> make appropriate changes in performance based on feedback.	<b>FPF.L006</b> make appropriate changes in performance based on feedback.	<b>AOE.2A</b> use internal and external information to modify movement during performance.	<b>AA.2A</b> use internal and external information to modify movement during performance.	<b>IS.2A</b> use internal and external information to modify movement during performance.	<b>TS.2A</b> use internal and external information to modify movement during performance.
<b>A. Movement</b>	<b>I. Movement Concepts</b>	<b>b. Qualities of Movement</b>	10.1	<i>apply changes to performance based on feedback from state-mandated fitness assessment, teachers, peers and self-analysis.</i>	<i>apply changes to performance based on feedback from state-mandated fitness assessment, teachers, peers and self-analysis.</i>	<i>apply changes to performance based on feedback from state-mandated fitness assessment, teachers, peers and self-analysis.</i>	<i>understand and make appropriate body adjustments when using internal and external information when performing skills that include casting, archery points, camp site set up, and hunter skill exercises.</i>	<i>apply internal and external information to adjust performances that combine traveling and weight transfer into smooth, flowing sequences.</i>	<i>perform specific skill movements with an ability to recognize and correct techniques individually and through guided instruction such as correcting a golf swing.</i>	<i>apply internal and external information to adjust performance by using the following techniques of instincts, experience, coaching techniques and team cooperation.</i>
<b>A. Movement</b>	<b>I. Movement Concepts</b>	<b>b. Qualities of Movement</b>	11	<b>7.2F</b> identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support.	<b>8.2F</b> identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability.	<b>FPF.1B</b> apply biomechanical principles related to exercise and training such as force, leverage, and type of contraction.	<b>AOE.L004</b> identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability.	<b>AA.L003</b> identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability.	<b>IS.L003</b> identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability.	<b>TS.L002</b> identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability.

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Texas Physical Education TEKS Framework: Movement Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>
<b>A. Movement</b>	I. Movement Concepts	b. Qualities of Movement	11.1	imitate "ready position" on teacher's cue.	imitate "ready position" on teacher's cue.	demonstrate "ready position" using verbal cues on command.	demonstrate "ready position" using verbal cues on command.	demonstrate lowering the center of gravity for "ready position" in preparation to perform various movement skills.	demonstrate lowering the center of gravity for "ready position" in preparation to perform various movement skills.	describe and practice basic biomechanical principles including lowering the center of gravity and widening the base of support to increase stability.
<b>A. Movement</b>	I. Movement Concepts	b. Qualities of Movement	12	K.L006 know the term "personal best."	1.L008 know the term "personal best."	2.L005 understand the term "personal best/record" and how it relates to movement skill improvement.	3.L005 understand the term "personal best/record" and how it relates to movement skill improvement.	4.L004 practice setting and attempting to meet goals in various movement skill challenges.	5.L004 practice setting and attempting to meet goals in various movement skill challenges.	6.L006 describe the importance of goal setting in improving skill.
<b>A. Movement</b>	I. Movement Concepts	b. Qualities of Movement	12.1	participate in challenging self in movement skills, including the following: "How long can you walk and balance the bean bag on your head?" "Can you beat your old score in round #2?"	participate in challenging self in movement skills including the following: "How long can you walk and balance the bean bag on your head?" "Can you beat your old score in round #2?"	practice challenging self (or as partners) in movement skills including the following: "How many times can you and your partner volley the balloon back and forth?" "Can you beat your score in round #2? #3?" "If so, why?"	practice challenging self (or as partners) in various movement skills such as the following: "How many times can you and your partner volley the balloon back and forth?" "Can you beat your score in round #2? #3?" "If so, why?"	participate in goal setting (based on previous practice) prior to movement skill challenges such as the following: "How many tennis ball pop-ups do you think you can do?" "Did you meet your goal?" Was your goal realistic?" "Why, why not?"	participate in goal setting (based on previous practice) prior to movement skill challenges such as the following: "How many tennis ball pop-ups do you think you can do?" "Did you meet your goal?" Was your goal realistic?" "Why, why not?"	explain the importance of goal setting in improving skill such as increasing the number of successful attempts.
<b>A. Movement</b>	I. Movement Concepts	c. Relation-ships	13	K.L007 coordinate movements with others to achieve team goals.	1.L009 coordinate movements with others to achieve team goals.	2.L006 coordinate movements with teammates to achieve team goals.	3.L006 coordinate movements with teammates to achieve team goals.	4.L005 coordinate movements with teammates to achieve team goals.	5.L005 coordinate movements with teammates to achieve team goals.	6.L007 coordinate movements with teammates to achieve team goals.
<b>A. Movement</b>	I. Movement Concepts	c. Relation-ships	13.1	discuss why it is important to be nice to others.	discuss why it is important to be nice to others.	discuss "what is a team?" and how to be a team player; discuss various ways to resolve conflict.	discuss "what is a team?" and how to be a team player; discuss various ways to resolve conflict.	discuss the attributes of a great team; discuss why you support others to be a good team player.	discuss the attributes of a great team; discuss why you support others to be a good team player.	use movement skills cooperatively with teammates to achieve team goals such as game strategies, playing positions, and backing up teammates.

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Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>
<b>A. Movement</b>	I. Movement Concepts	<b>b. Qualities of Movement</b>	11.1	<i>describe and practice basic biomechanical principles including lowering the center of gravity and widening the base of support to increase stability.</i>	<i>describe and practice basic biomechanical principles including lowering the center of gravity and widening the base of support to increase stability.</i>	<i>identify biomechanical principles while participating in activities such as arm curls, triceps extension and push vs. pull.</i>	<i>describe and practice basic biomechanical principles including lowering the center of gravity and widening the base of support to increase stability.</i>	<i>describe and practice basic biomechanical principles including lowering the center of gravity and widening the base of support to increase stability.</i>	<i>describe and practice basic biomechanical principles including lowering the center of gravity and widening the base of support to increase stability.</i>	<i>describe and practice basic biomechanical principles including lowering the center of gravity and widening the base of support to increase stability.</i>
<b>A. Movement</b>	I. Movement Concepts	<b>b. Qualities of Movement</b>	12	<b>7.2C describe the importance of goal setting in improving skill.</b>	<b>8.2C describe the importance of goal setting in improving skill.</b>	<b>FPF.L007 describe the importance of goal setting in improving personal fitness.</b>	<b>AOE.L005 describe the importance of goal setting in improving skill.</b>	<b>AA.L004 describe the importance of goal setting in improving skill.</b>	<b>IS.L004 describe the importance of goal setting in improving skill.</b>	<b>TS.L003 describe the importance of goal setting in improving skill.</b>
<b>A. Movement</b>	I. Movement Concepts	<b>b. Qualities of Movement</b>	12.1	<i>explain the importance of goal setting in improving skills such as increasing the number of successful attempts.</i>	<i>explain the importance of goal setting in improving skills such as increasing the number of successful attempts.</i>	<i>explain the importance of goal setting in improving personal fitness such as increasing frequency, intensity, time and type and maintaining a health fitness zone.</i>	<i>explain the importance of goal setting in improving skills such as increasing the number of successful attempts.</i>	<i>explain the importance of goal setting in improving skills such as increasing frequency, intensity time and type and maintaining a health-fitness zone.</i>	<i>explain the importance of goal setting in improving skills such as increasing the number of successful attempts.</i>	<i>explain the importance of goal setting in improving skills such as increasing the number of successful attempts.</i>
<b>A. Movement</b>	I. Movement Concepts	<b>c. Relationships</b>	13	<b>7.2G use basic offensive and defensive strategies while playing a modified version of a sport.</b>	<b>8.2G use basic offensive and defensive strategies while playing a modified version of a sport.</b>			<b>AA.1B consistently perform skills, strategies, and rules at a basic level of competency.</b>	<b>IS.1B consistently perform skills and strategies and follow rules at a basic level of competency.</b>	<b>TS.1A demonstrate consistency using all the basic offensive skills of a sport while participating in a game such as dribbling, batting, or spiking competently in a dynamic setting.</b>
<b>A. Movement</b>	I. Movement Concepts	<b>c. Relationships</b>	13.1	<i>apply basic offensive and defensive strategies while playing a modified version of a sport such as lead-up games for volleyball, basketball, soccer or softball.</i>	<i>implement basic offensive and defensive strategies while playing a modified version of a sport such as volleyball, basketball, soccer or softball.</i>			<i>execute relationships, levels, speeds, direction, and pathways effectively in individual/group physical activities.</i>	<i>demonstrate a successful level of skill, such as in tennis serving and striking, using the forehand and backhand. Apply safety guidelines during activity and execute an understanding of the rules of the game/sport.</i>	<i>apply and perform the basic offensive skills for selected team sports such as passing, catching, receiving, kicking and pass patterns in flag football.</i>

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Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	I. Movement Concepts	c. Relation-ships	14	K.1F demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backwards, and in front of.	1.L010 demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backwards, and in front of.	2.1F demonstrate a variety of relationships and dynamic movement situations such as under, over, behind, next to, through, right, left, up, and down.				
A. Movement	I. Movement Concepts	c. Relation-ships	14.1	<i>demonstrate a variety of relationships (including under, over, behind, in front of, next to, through, right, left, up, down, forward, backwards) to self, others, and equipment.</i>	<i>demonstrate a variety of relationships (including under, over, behind, in front of, next to, through, right, left, up, down, forward, backwards,) to self, others, and equipment.</i>	<i>demonstrate a variety of relationships and dynamic movement situations using activities such as partner shadowing, hula hoops, lines, other objects, rhythms and dance.</i>				
A. Movement	I. Movement Concepts	c. Relation-ships	15						5.6A describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions, goalie, offense, or defense.	6.L008 use basic offensive and defensive strategies while playing a modified version of a sport.

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Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	I. Movement Concepts	c. Relation- ships	14							
A. Movement	I. Movement Concepts	c. Relation- ships	14.1							
A. Movement	I. Movement Concepts	c. Relation- ships	15	7.6B describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as net/wall alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feel the movement, and fielding-back up other players.	8.6B describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feeling the movement, and fielding-back up other players.					TS.1B demonstrate consistency using all the basic defensive skills of a sport while participating in a game such as guarding, trapping, blocking, fielding, tackling, or goal keeping competently in a dynamic setting.

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Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	I. Movement Concepts	c. Relation-ships	15.1						apply basic offensive and defensive strategies while playing a modified version of a sport such as lead-up games for volleyball, basketball, soccer or softball.	apply basic offensive and defensive strategies while playing a modified version of a sport such as lead-up games for volleyball, basketball, soccer or softball.
A. Movement	I. Movement Concepts	c. Relation-ships	16	K.L008 demonstrate the ability to interact with a partner in a positive way.	1.1D demonstrate the ability to work with a partner such as leading and following.	2.1J demonstrate the ability to mirror a partner.	3.L007 demonstrate the ability to work with a partner using equipment.	4.L006 demonstrate the ability to work with a partner towards a shared goal.	5.1H demonstrate the ability to contrast a partner's movement.	6.L009 demonstrate the ability to work with a partner in a variety of games and activities.
A. Movement	I. Movement Concepts	c. Relation-ships	16.1	<i>participate in activities with a partner such as toe-to-toe, high five or hand shake.</i>	<i>practice the ability to work cooperatively in activities, such as follow the leader, using locomotor skills and shadowing with a partner.</i>	<i>perform movement activities with a partner such as exercises, shadow dance and creative movement.</i>	<i>participate in activities with a partner using equipment such as throwing and catching Z-ball, chicken, bean bags and partner-hoop activities.</i>	<i>participate with a partner in activities such as tag team or partner tag and treasure hunt.</i>	<i>practice moving in opposition to a partner such as dodging while playing tag, right/left, front/back.</i>	<i>participate in games or activities with a partner such as keep away or wall ball.</i>
A. Movement	I. Movement Concepts	d. Conditioning/Fitness	17	K.L009 participate in an appropriate conditioning program for selected activities.	1.L011 participate in an appropriate conditioning program for selected activities.	2.L007 participate in an appropriate conditioning program for selected activities.	3.L008 participate in an appropriate conditioning program for selected activities.	4.L007 participate in an appropriate conditioning program for selected activities.	5.L006 participate in an appropriate conditioning program for selected activities.	6.L010 participate in an appropriate conditioning program for selected activities.
A. Movement	I. Movement Concepts	d. Conditioning/Fitness	17.1	<i>participate in a conditioning program that is appropriate for health-related fitness, sport-related fitness or rhythmic activities.</i>	<i>participate in a conditioning program that is appropriate for health-related fitness, sport-related fitness or rhythmic activities.</i>	<i>participate in a conditioning program that is appropriate for health-related fitness, sport-related fitness or rhythmic activities.</i>	<i>participate in a conditioning program that is appropriate for health-related fitness, sport-related fitness or rhythmic activities.</i>	<i>participate in a conditioning program that is appropriate for health-related fitness, sport-related fitness or rhythmic activities.</i>	<i>participate in a conditioning program that is appropriate for health-related fitness, sport-related fitness or rhythmic activities.</i>	<i>participate in a conditioning program that is appropriate for health-related fitness, sport-related fitness or rhythmic activities.</i>

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Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				<b>Student is expected to:</b> <i>explain the fundamental components and strategies used in net/wall, invasion, target, and fielding games such as volleyball, flag football, tennis, badminton. Include alternating the speed and direction of the ball, fakes, give and go, concentration, feeling the movement, and backing up other players.</i>	<b>Student is expected to:</b> <i>explain the fundamental components and strategies used in net/wall, invasion, target, and fielding games such as volleyball, flag football, tennis, badminton. Include alternating the speed and direction of the ball, fakes, give and go, concentration, feeling the movement, and backing up other players.</i>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b> apply and perform the basic defensive skills for soccer such as guarding, tackling and goal keeping, etc.
<b>A. Movement</b>	I. Movement Concepts	<b>c. Relationships</b>	15.1							
<b>A. Movement</b>	I. Movement Concepts	<b>c. Relationships</b>	16	<b>7.1A coordinate movements with teammates to achieve team goals.</b>	<b>8.1A coordinate movements with teammates to achieve team goals.</b>	<b>FPF.L008 demonstrate the ability to work with a partner in personal fitness activities.</b>	<b>AOE.L006 demonstrate the ability to work with a partner in outdoor adventure activities.</b>		<b>IS.L005 demonstrate the ability to work with a partner in dual sports.</b>	<b>TS.L004 demonstrate the ability to work teammates in team sports.</b>
<b>A. Movement</b>	I. Movement Concepts	<b>c. Relationships</b>	16.1	<i>use movement skills cooperatively with teammates to achieve team goals such as game strategies, playing positions, and backing up teammates.</i>	<i>use movement skills cooperatively with teammates to achieve team goals such as game strategies, playing positions, and backing up teammates.</i>	<i>participate with partner in personal fitness activities such as spotting in weight lifting and encouraging partner toward his/her personal fitness goals.</i>	<i>use team work when participating in outdoor adventure activities such as climbing, hiking, canoeing, and kayaking.</i>		<i>participate with partner in tennis, badminton, table tennis, handball, and racquetball.</i>	<i>use team work when participating in team sport activities such as partner drills, court coverage and communication.</i>
<b>A. Movement</b>	I. Movement Concepts	<b>d. Conditioning/Fitness</b>	17	<b>7.L004 participate in an appropriate conditioning program for selected activities.</b>	<b>8.L004 participate in an appropriate conditioning program for selected activities.</b>	<b>FPF.L009 develop an appropriate conditioning program for the selected activity.</b>	<b>AOE.2B develop an appropriate conditioning program for the selected activity.</b>	<b>AA.2C develop an appropriate conditioning program for the selected activity.</b>	<b>IS.2C develop an appropriate conditioning program for the selected sport.</b>	<b>TS.2C develop an appropriate conditioning program for the selected activity.</b>
<b>A. Movement</b>	I. Movement Concepts	<b>d. Conditioning/Fitness</b>	17.1	<i>participate in a conditioning program that is appropriate for health-related fitness, sport-related fitness or rhythmic activities.</i>	<i>participate in a conditioning program that is appropriate for health-related fitness, sport-related fitness or rhythmic activities.</i>	<i>create an appropriate conditioning program to include agility, speed, power, coordination, balance, flexibility, aerobic capacity, muscular strength and endurance.</i>	<i>create an appropriate conditioning program to include agility, speed, power, coordination, balance, flexibility, aerobic capacity, muscular strength and endurance.</i>	<i>create an appropriate conditioning program to include agility, speed, power, coordination, balance, flexibility, aerobic capacity, muscular strength and endurance.</i>	<i>create an appropriate conditioning program to include agility, speed, power, coordination, balance, flexibility, aerobic capacity, muscular strength and endurance.</i>	<i>create an appropriate conditioning program to include agility, speed, power, coordination, balance, flexibility, aerobic capacity, muscular strength and endurance.</i>



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Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
<b>A. Movement</b>	II. Non Locomotor Skills	<b>a. Balance</b>	18	<b>K.1D</b> maintain balance while bearing weight on a variety of body parts.	<b>1.2B</b> demonstrate a base of support and explain how it affects balance.	<b>2.1E</b> demonstrate balance in symmetrical and nonsymmetrical shapes from different basis of support.	<b>3.1D</b> demonstrate moving in and out of a balance position with control.	<b>4.1E</b> perform sequences that include traveling showing good body control combined with stationary balances on various body parts.	<b>5.1D</b> demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates.	<b>6.L011</b> demonstrate controlled balance in a variety of objects and sports specific situations.
<b>A. Movement</b>	II. Non Locomotor Skills	<b>a. Balance</b>	18.1	<i>maintain balance while bearing weight on single and multiple body parts.</i>	<i>discuss a base of support and how to transfer body weight such as shifting balance from two feet to one foot, using arms out to side, selecting a focal point, making bridges from different body parts.</i>	<i>demonstrate balance in symmetrical (even base of support) and nonsymmetrical (uneven base of support) shapes from various bases of support.</i>	<i>execute and control transfer of weight while moving in and out of a balance position including hop, jump, mount and dismount (example, boxes, benches, steps and beams).</i>	<i>demonstrate body control through various stationary balances on various body parts such as in a rhythmic dance or gymnastics routine on floor or beam.</i>	<i>demonstrate controlled balance in a variety of activities such as scooters, balance boards, skate boards, and in-line skating.</i>	<i>demonstrate controlled balance in a variety of activities such as scooters, stabilities balls, tumbling, pyramids, rebounding and landing jumps.</i>
<b>I. Movement</b>	III. Locomotor Skills	<b>a. Basic Locomotor Skills</b>	19	<b>K.L010</b> explore proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding.	<b>1.1B</b> demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding.	<b>2.1D</b> demonstrate mature form in walking, hopping and skipping.	<b>3.1C</b> demonstrate mature form in jogging, running and leaping.	<b>4.L008</b> perform locomotor skills in dynamic fitness, sport, and rhythmic activities.	<b>5.L007</b> perform locomotor skills in dynamic fitness, sport, and rhythmic activities.	<b>6.1A</b> perform locomotor skills in dynamic fitness, sport, and rhythmic activities.
<b>A. Movement</b>	III. Locomotor Skills	<b>a. Basic Locomotor Skills</b>	19.1	<i>participate in partner activities such as leading and following movements, mirroring, fleeing and chasing, tagging, and performing skills with/without signal. Incorporate the freeze component.</i>	<i>participate in partner activities such as leading and following movements, mirroring, fleeing and chasing, tagging, and performing skills with/without signal. Incorporate the freeze component.</i>	<i>perform proper form when walking (arms in opposition to feet, relaxed hands, upright posture), hopping (one foot ), skipping (alternating feet).</i>	<i>practice proper jogging, running and leaping techniques such as body balance, arm swing, foot strike, take-off, and landing on opposite foot with weight transfer.</i>	<i>incorporate locomotor skills in physical activities such as jump leap, run and hurdle, obstacle courses, etc.</i>	<i>incorporate locomotor skills in physical activities such as task stations, fitness warm-up, sports specific drills and rhythmic activities.</i>	<i>incorporate locomotor skills in physical activities such as task stations, fitness warm-up, sports specific drills and rhythmic activities.</i>
<b>A. Movement</b>	III. Locomotor Skills	<b>a. Basic Locomotor Skills</b>	20	<b>K.L011</b> explore jumping forwards, backwards or sideways using a controlled landing.	<b>1.L012</b> demonstrate jumping using a controlled landing.	<b>2.1G</b> demonstrate simple stunts that exhibit personal agility such as jumping one- and two-foot takeoffs and landing with good control.	<b>3.L009</b> demonstrate simple stunts that exhibit personal agility such as jumping, using one or two foot take-offs on and off an object landing with good control.	<b>4.1D</b> jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms.	<b>5.1E</b> demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings.	<b>6.L012</b> demonstrate simple stunts that exhibit agility, including jump turns with proper landings.

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Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	II. Non- Locomotor Skills	a. Balance	18	7.L005 demonstrate controlled balance in a variety of objects and sports specific situations.	8.L005 demonstrate controlled balance in a variety of objects and sports specific situations.					
A. Movement	II. Non- Locomotor Skills	a. Balance	18.1	<i>demonstrate controlled balance in a variety of activities such as scooters, stabilities balls, tumbling, pyramids, rebounding and landing jumps.</i>	<i>demonstrate controlled balance in a variety of activities such as scooters, stabilities balls, tumbling, pyramids, rebounding and landing jumps.</i>					
I. Movement	III. Locomotor Skills	a. Basic Locomotor Skills	19	7.L006 perform locomotor skills in dynamic fitness, sport, and rhythmic activities.	8.L006 perform locomotor skills in dynamic fitness, sport, and rhythmic activities.	FPF.L010 perform locomotor skills in fitness activities.				
A. Movement	III. Locomotor Skills	a. Basic Locomotor Skills	19.1	<i>incorporate locomotor skills in physical activities such as task stations, fitness warm-ups, sports specific drills and rhythmic activities.</i>	<i>incorporate locomotor skills in physical activities such as: task stations, fitness warm-up, sports specific drills and rhythmic activities.</i>	<i>perform skills such as pacer, sprints, horizontal and vertical jumps, mile run, and rhythmic aerobics, etc.</i>				
A. Movement	III. Locomotor Skills	a. Basic Locomotor Skills	20	7.L007 demonstrate proper jumping and landing techniques related to sports skills and rhythmic activities.	8.L007 demonstrate proper jumping and landing techniques related to sports skills and rhythmic activities.					

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Texas Physical Education TEKS Framework: Movement Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>	<b>Student is expected to:</b>
A. Movement	III. Locomotor Skills	a. Basic Locomotor Skills	20.1	perform jumps on command using a controlled landing.	execute a sequence of jumps such as bunny hops, jumping back, and forth over a line.	perform locomotor skill with landing such as jump with two feet, leap, hurdle object.	perform jumping on and off various objects such as a folded mat.	apply the key elements for jumping and landing for height and distance in activities such as standing long jump and vertical jumps.	participate in activities that promote agility such as tag games, obstacle courses and jumping challenges (line jumps, ski jumps and running long jumps).	execute 180° and 360° degree turns landing with control.
A. Movement	III. Locomotor Skills	a. Basic Locomotor Skills	21					4.1F demonstrate body control in jumping and landing (land on feet, bend knees and absorb force).		
A. Movement	III. Locomotor Skills	a. Basic Locomotor Skills	21.1					execute body control in jumping and landing activities such as standing broad jump and spring board.		
A. Movement	III. Locomotor Skills	b. Jump Rope Skills	22	K.L012 jump over an object.	1.1G jump a long rope.	2.1M jump a self-turned rope repeatedly.	3.L010 jump a self-turned rope with a partner.	4.1J travel into and out of a rope turned by others without hesitating.	5.1J jump a rope using various rhythms and foot patterns repeatedly.	6.1E design and refine a jump rope routine to music.
A. Movement	III. Locomotor Skills	b. Jump Rope Skills	22.1	practice jumping over a stationary rope, line on the floor or hoop with both feet.	participate in long jump rope activities such as jumping over stationary long rope and jumping over a snake rope.	participate in jumping to a two-foot steady beat using music (4/4 time) to develop rhythm.	practice jumping a self-turned single rope with a partner.	practice entering/exiting a rope turned by others such as long jump rope and double dutch.	practice a series of foot patterns such as the bell, skier, scissors, and straddle.	create a jump rope routine to music.
A. Movement	IV. Rhythms	a. Rhythms	23	K.L013 create and imitate movement in response to selected rhythms.	1.1F create and imitate movement in response to selected rhythms.	2.1L perform rhythmical sequences such as simple folk, creative, ribbon routines.	3.1I demonstrate various step patterns and combinations of movement into repeatable sequences.	4.1I perform basic folk dance steps such as grapevine, schottische, step-together-step.	5.1I perform selected folk dances.	6.L013 perform selected folk, country, ballroom, line, creative, and/or aerobic dances.
A. Movement	IV. Rhythms	a. Rhythms	23.1	express themselves with creative movement to music such as through stories and shadowing, mimicking animals, shapes, and letters.	express themselves with creative movement to music such as through stories and shadowing, mimicking animals, shapes, and letters.	practice rhythmic sequences such as line, ribbon, folk and circle dances.	practice movement combinations such as step patterns (counts of 4's, 8's and repeat), knowledge of vocabulary (heel-toe and step-touch), weight transfer and body control.	participate in simple folk, line and square dances such as Cotton-Eye Joe, Two-Step, Texas Star, Harlem Shuffle.	demonstrate proper sequence of steps while performing folk dances such as the Schottische or Cotton-Eyed Joe.	participate in selected folk, country, ballroom, line, creative, and/or aerobic dances.

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Texas Physical Education TEKS Framework: Movement Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	III. Loco-motor Skills	a. Basic Locomotor Skills	20.1	perform jumping skills such as basketball rebounding, volleyball blocking, soccer goalie skills, line dances and jump rope routines.	perform jumping skills such as basketball rebounding, volleyball blocking, soccer goalie skills, line dances and jump rope routines.					
A. Movement	III. Locomotor Skills	a. Basic Locomotor Skills	21							
A. Movement	III. Locomotor Skills	a. Basic Locomotor Skills	21.1							
A. Movement	III. Locomotor Skills	b. Jump Rope Skills	22	7.L008 design and perform a jump rope routine.	8.L008 design and perform a jump rope routine.	FPF.L011 participate in jump rope activities to increase aerobic capacity.		AA.L005 participate in jump rope activities to increase aerobic capacity.		
A. Movement	III. Locomotor Skills	b. Jump Rope Skills	22.1	create and perform a jump rope routine including changes in speed, direction, and flow.	create and perform a jump rope routine including changes in speed, direction, and flow.	jump rope for extended periods of time, increasing duration, speed, and intensity.		perform jump rope routines (including changes in speed, direction, and flow); increase duration, speed, and intensity.		
A. Movement	IV. Rhythms	a. Rhythms	23	7.1D perform selected folk, country, square, line, creative, and/or aerobic dances.	8.1D perform selected folk, country, square, line, creative, and/or aerobic dances.	FPF.L012 perform a variety of low to high intensity aerobic exercise routines.		AA.L006 perform a variety of creative aerobic exercise routines.		
A. Movement	IV. Rhythms	a. Rhythms	23.1	participate in selected folk, country, square, line, creative, and/or aerobic dances.	participate in selected folk, country, square, line, creative, and/or aerobic dances.	participate in a variety of low to high intensity aerobic exercise routines such as circuit training and step aerobics.		participate in a variety of creative aerobic exercise routines; choreograph and perform aerobic exercise routines.		

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Texas Physical Education TEKS Framework: Movement Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	IV. Rhythms	a. Rhythms	24	K.L014 clap to a simple beat.	1.1E clap in time to a simple rhythmic beat.	2.1K walk in time to a 4/4 underlying beat.	3.1H clap echoes in a variety of one measure rhythmical patterns.	4.1H create a movement sequence with a beginning, middle and end.	5.L008 move in time to simple rhythmic patterns such as 4/4 time.	6.1D move in time to complex rhythmical patterns such as 3/4 time or 6/8 time.
A. Movement	IV. Rhythms	a. Rhythms	24.1	<i>mimic a teacher leading a simple clapping pattern.</i>	<i>listen and clap to a simple rhythmic beat.</i>	<i>apply the 4/4 beat by moving to the sounds of drums, rhythm sticks and claps, etc.</i>	<i>clap echoes in a variety of methods such as hand jives, verbal/non-verbal; modify claps using body taps and finger snaps; use equipment (drums and lummi sticks).</i>	<i>develop and execute a movement sequence such as a 16- or 32-count rhythmic movement pattern, locomotor/non-locomotor movement sequence.</i>	<i>perform rhythmic sequence such as tinkling, and line, ballroom and folk dances.</i>	<i>perform a rhythmic routine such as the two-step, hip-hop, line, folk and ballroom dances.</i>
A. Movement	V. Games and Sports Skills	a. Rolling	25	K.1G roll sideways (right or left) without hesitating.	1.L013 demonstrate a smooth transition from one body part to the next in rolling activities, such as side roll and log rolls.	2.1H demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position.	3.1F demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls.	4.L009 demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls.	5.1F combine traveling and rolling with smooth transitions.	6.L014 demonstrate a short routine using a combination of locomotor movements and rolls.
A. Movement	V. Games and Sports Skills	a. Rolling	25.1	<i>perform rolling sideways without hesitating including right and left (pencil &amp; log roll), backwards and forwards (rocking chair) and egg roll using various mats/wedges/tumbling aids.</i>	<i>perform rolling sideways without hesitating including right and left (pencil and log roll), backwards and forwards (rocking chair) and egg roll using various mats/wedges/tumbling aids.</i>	<i>perform body rolling activities such as side roll, log roll, forward/backward roll with spotters.</i>	<i>perform rolling skills from different starting positions such as straddle, knees and sitting.</i>	<i>perform rolling skills from different starting positions.</i>	<i>practice combining locomotor movements with various rolls such as log, egg, and forward rolls.</i>	<i>create a sequence of locomotor movement and rolls.</i>
A. Movement	V. Games and Sports Skills	c. Dribbling	26							6.1I hand and foot dribble while preventing an opponent from stealing the ball.
A. Movement	V. Games and Sports Skills	c. Dribbling	26.1							<i>demonstrate offensive and defensive patterns and game strategies.</i>

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Texas Physical Education TEKS Framework: Movement Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	IV. Rhythms	a. Rhythms	24	7.1E design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow.	8.1E design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow.	FPF.L013 design and perform sequences of exercise steps/movements into practiced sequences with intentional changes in speed, direction, and flow.		AA.L007 design and perform sequences of aerobic exercise steps/movements into practiced sequences with intentional changes in speed, direction, and flow.		
A. Movement	IV. Rhythms	a. Rhythms	24.1	<i>create and perform dance movements to various tempos including changes in speed, direction, and flow.</i>	<i>create and perform dance movements to various tempos including changes in speed, direction, and flow.</i>	<i>create and perform exercise movements to various tempos including changes in speed, direction, and flow.</i>		<i>choreograph and perform aerobic exercise movements to various tempos including changes in speed, direction, and flow.</i>		
A. Movement	V. Games and Sports Skills	a. Rolling	25	7.L009 demonstrate rolling techniques as they relate to sports skills and safety.	8.L009 demonstrate rolling techniques as they relate to sports skills and safety.					
A. Movement	V. Games and Sports Skills	a. Rolling	25.1	<i>practice safe rolling techniques while performing skill-related activities such as volleyball dig.</i>	<i>practice safe rolling techniques while performing skill-related activities such as volleyball dig.</i>					
A. Movement	V. Games and Sports Skills	c. Dribbling	26							
A. Movement	V. Games and Sports Skills	c. Dribbling	26.1							

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**Texas Physical Education TEKS Framework: Movement Skills - Kindergarten - Team Sports**

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
<b>A. Movement</b>	V. Games and Sports Skills	d. Throwing/ Catching	27							<b>6.1K</b> throw and catch a ball consistently while guarded by an opponent.
<b>A. Movement</b>	V. Games and Sports Skills	d. Throwing/ Catching	27.1							<i>practice offensive techniques such as keeping eye on ball at all times, bringing ball close to body when catching, and control speed of ball.</i>
<b>A. Movement</b>	V. Games and Sports Skills	e. Striking/ Volleying	28							<b>6.1G</b> strike a ball to a wall or a partner with a paddle/racquet using forehand and backhand strokes continuously.
<b>A. Movement</b>	V. Games and Sports Skills	e. Striking/ Volleying	28.1							<i>execute the difference between the forehand and backhand when striking the ball continuously.</i>
<b>A. Movement</b>	V. Games and Sports Skills	e. Striking/ Volleying	29							<b>6.1H</b> participate in a modified game using a polo or hockey stick.
<b>A. Movement</b>	V. Games and Sports Skills	e. Striking/ Volleying	29.1							<i>participate in modified games or activities using a long-handled implement such as hockey sticks or polo sticks.</i>
<b>A. Movement</b>	V. Games and Sports Skills	g. Various Games/ Sports Activities	30					4.1B catch an object while traveling such as catch football pass on the run.	5.1L demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.	<b>6.1J</b> keep an object in the air without catching it in a small group such as volleyball and football.

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Texas Physical Education TEKS Framework: Movement Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	V. Games and Sports Skills	d. Throwing/ Catching	27							
A. Movement	V. Games and Sports Skills	d. Throwing/ Catching	27.1							
A. Movement	V. Games and Sports Skills	e. Striking/ Volleying	28							
A. Movement	V. Games and Sports Skills	e. Striking/ Volleying	28.1							
A. Movement	V. Games and Sports Skills	e. Striking/ Volleying	29							
A. Movement	V. Games and Sports Skills	e. Striking/ Volleying	29.1							
A. Movement	V. Games and Sports Skills	g. Various Games/ Sports Activities	30	7.1G combine skills competently to participate in modified versions of team and individual sports.	8.1G combine skills competently to participate in modified versions of team and individual sports.					



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Texas Physical Education TEKS Framework: Movement Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	V. Games and Sports Skills	g. Various Games/ Sports Activities	30.1					participate in dynamic activities that include students catching an object while moving such as fly balls in softball, Frisbees, nerf ball, basketball, volleyball, and football passes, etc.	practice combinations of locomotor and manipulative skills used in activities/games such as running and catching a pass or dribbling and shooting.	execute proficiency in activities such as forming a circle of 6-8, keeping the ball in the middle.
A. Movement	V. Games and Sports Skills	g. Various Games/ Sports Activities	31	K.1H toss a ball and catch it before it bounces twice.	1.1H demonstrate on cue key elements in overhand throw, underhand throw and catch.	2.1N demonstrate on cue, key elements of hand dribble, foot dribble, kick and strike (striking balloon or ball w/hand).	3.1J demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.	4.1K demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking w/body parts, racket, or bat.	5.1K demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball.	6.1F throw a variety of objects demonstrating both accuracy and distance such as frisbee, softball, and basketball.
A. Movement	V. Games and Sports Skills	g. Various Games/ Sports Activities	31.1	explore tossing, catching and bouncing (with multiple bounces and claps).	demonstrate throwing and catching skills with a variety of objects (bean bags, fleece balls, etc.) such as tossing to yourself and underhand and overhand toss to a designated target.	perform dribble, kick and strike with hand and foot using a variety of equipment such as size, texture, shape of ball.	practice the key elements in manipulative skills such as eye on target, follow through, opposite foot/weight transfer, body position.	demonstrate key elements in manipulative skills such as a volleyball pass, drop kick, or badminton racquet strike.	perform manipulative skills using proper techniques in movement games with limited guidance.	accurately throw objects a variety distances.

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Texas Physical Education TEKS Framework: Movement Skills - Kindergarten - Team Sports

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				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	V. Games and Sports Skills	g. Various Games/ Sports Activities	30.1	demonstrate correct skill techniques in modified games and sports such as 3 on 3 basketball, large group activities.	demonstrate appropriate skill technique in modified activities such as 3-on-3 basketball and large group activities.					
A. Movement	V. Games and Sports Skills	g. Various Games/ Sports Activities	31	7.1F demonstrate, without cue, critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping a volleyball, shooting a basketball, shooting a lay-up, forehand and backhand, striking with a racket or club, or batting.	8.1F demonstrate without cue critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping a volleyball, shooting a basketball, shooting a lay-up, forehand and backhand striking with a racket or club, or batting.	FPF.4C demonstrate the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed.	AOE.1A demonstrate consistency in the execution of the basic skills of adventure/outdoor education activities.	AA.1A exhibit a level of competency in two or more aerobic activities that may include aerobic dance, aqua aerobics, cycling, jogging, power walking, recreational dance, and step aerobics.	IS.1A exhibit a level of competency in two or more individual sports that include aquatics, archery, badminton, bicycling, bowling, gymnastics, golf, handball, racquetball, self-defense, table tennis, track and field, weight training, or wrestling.	
A. Movement	V. Games and Sports Skills	g. Various Games/ Sports Activities	31.1	perform without cue, critical elements in specialized skills related to sports involving throwing for distance/force, serving, passing, shooting, striking and batting such as pitching in softball, serving in volleyball/tennis, and shooting in basketball/soccer.	perform without cue, critical elements in specialized skills-related to sports involving throwing for distance/force, serving, passing, shooting, striking and batting such as pitching in softball, serving in volleyball/tennis, and shooting in basketball/soccer.	participate in skill-related activities such as line touches, walk a beam, curb, line, standing long jump, timed zigzag, run, and 100 yd dash.	demonstrate consistency in the execution of skills including casting, archery, conservation, and safety skills in outdoor education activities.	participate in moderate to vigorous health-related physical activities on a regular basis.	demonstrate knowledge of skill progression. Recognize and practice following the safety rules and application of strategies and sport-specific rules.	

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				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
<b>A. Movement</b>	VI. Outdoor Recreation/ Recreational Activities	<b>a. Outdoor Recreation/ Recreational Activities</b>	32	<b>K.L015</b> explore the outdoor space around the school.	<b>1.L014</b> explore the outdoor space around the school.	<b>2.L008</b> participate in a variety of outdoor activities and games.	<b>3.L011</b> participate in a variety of outdoor activities and games.	<b>4.L010</b> organize and participate in outdoor activities.	<b>5.L009</b> organize and participate in outdoor activities.	<b>6.L015</b> explore introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.
<b>A. Movement</b>	VI. Outdoor Recreation/ Recreational Activities	<b>a. Outdoor Recreation/ Recreational Activities</b>	32.1	<i>participates in a walking tour of school grounds while discussing safety and proper utilization of equipment.</i>	<i>participate in a walking tour of school grounds while discussing safety and proper utilization of equipment with a partner.</i>	<i>discuss rules and practice outdoor games, such as hopscotch, four square, tether ball, and long jump rope.</i>	<i>discuss rules and practice outdoor games, such as hopscotch, four square, tether ball, and long jump rope.</i>	<i>explore opportunities to organize friends and participate in outdoor activities, such as biking, hiking and orienteering.</i>	<i>participate in organized self-directed outdoor activities such as hopscotch, four square, tether ball, and long jump.</i>	<i>investigate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.</i>

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Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:	Student is expected to:
A. Movement	VI. Outdoor Recreation/Recreational Activities	a. Outdoor Recreation/Recreational Activities	32	7.1H demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.	8.1H demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.					
A. Movement	VI. Outdoor Recreation/Recreational Activities	a. Outdoor Recreation/Recreational Activities	32.1	<i>perform introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.</i>	<i>perform introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.</i>					