

Chapter 116. Texas Essential Knowledge and Skills for Physical Education

Subchapter A. Elementary

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.

§116.1. Implementation of Texas Essential Knowledge and Skills for Physical Education, Elementary.

The provisions of this subchapter shall supersede §75.30(a)-(1) of this title (relating to Physical Education) beginning September 1, 1998.

Source: The provisions of this §116.1 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.2. Physical Education, Kindergarten.

(a) Introduction.

- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) In Grades K-2, children learn fundamental movement skills and begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity. Students begin to develop a vocabulary for movement and apply concepts dealing with space and body awareness. Students are engaged in activities that develop basic levels of strength, endurance, and flexibility. In addition, students learn to work safely in group and individual movement settings. A major objective is to present activities that complement their natural inclination to view physical activity as challenging and enjoyable.
- (3) The focus for kindergarten students is on learning basic body control while moving in a variety of settings. Students become aware of strength, endurance and flexibility in different parts of their bodies and begin to learn ways to increase health-related fitness.

(b) Knowledge and skills.

(K.1) **Movement.** The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.

The student is expected to:

- (A) travel in different ways in a large group without bumping into others or falling;
- (B) demonstrate clear contrasts between slow and fast movement when traveling;
- (C) demonstrate non-locomotor (axial) movements such as bend and stretch;
- (D) maintain balance while bearing weight on a variety of body parts;
- (E) walk forward and sideways the length of a beam without falling;

- (F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;
 - (G) roll sideways (right or left) without hesitating; and
 - (H) toss a ball and catch it before it bounces twice.
- (K.2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills.
- The student is expected to:
- (A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; and
 - (B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.
- (K.3) **Physical activity and health.** The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge.
- The student is expected to:
- (A) describe and select physical activities that provide opportunities for enjoyment and challenge;
 - (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
 - (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk;
 - (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and
 - (E) describe the benefits from involvement in daily physical activity such as feel better and sleep better.
- (K.4) **Physical activity and health.** The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.
- The student is expected to:
- (A) observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration;
 - (B) locate the lungs and explain their purpose; and
 - (C) state that rest and sleep are important in caring for the body.

- (K.5) **Physical activity and health.** The student understands safety practices associated with physical activity and space.
- The student is expected to:
- (A) use equipment and space properly;
 - (B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity;
 - (C) explain how proper shoes and clothing promotes safe play and prevent injury;
 - (D) explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard; and
 - (E) explain appropriate reactions during emergencies in physical activities.
- (K.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.
- The student is expected to:
- (A) respond appropriately to starting and stopping signals; and
 - (B) demonstrate the ability to play within boundaries during games and activities.
- (K.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.
- The student is expected to:
- (A) follow rules, procedures, and safe practices;
 - (B) work in a group setting in cooperation with others; and
 - (C) share space and equipment with others.

Source: The provisions of this §116.2 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.3. Physical Education, Grade 1.

- (a) Introduction.
- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
 - (2) First grade students continue to develop basic body control, fundamental movement skills, and health-related fitness components such as strength, endurance, and flexibility. Students can state key performance cues for basic movement patterns such as throwing and catching. Students continue to learn rules and procedures for simple games and apply safety practices associated with physical activities.
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(b) Knowledge and skills.

(1.1) **Movement.** The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.

The student is expected to:

- (A) demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;
- (B) demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding;
- (C) demonstrate control in balancing and traveling activities;
- (D) demonstrate the ability to work with a partner such as leading and following;
- (E) clap in time to a simple rhythmic beat;
- (F) create and imitate movement in response to selected rhythms;
- (G) jump a long rope; and
- (H) demonstrate on cue key elements in overhand throw, underhand throw, and catch.

(1.2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills.

The student is expected to:

- (A) recognize that motor skill development requires correct practice; and
- (B) demonstrate a base of support and explain how it affects balance.

(1.3) **Physical activity and health.** The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge.

The student is expected to:

- (A) describe and select physical activities that provide opportunities for enjoyment and challenge;
- (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
- (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and
- (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

- (1.4) **Physical activity and health.**
The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.
- The student is expected to:
- (A) distinguish between active and inactive lifestyles;
 - (B) describe the location and function of the heart;
 - (C) describe how muscles and bones work together to produce movement;
 - (D) describe food as a source of energy; and
 - (E) explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.
- (1.5) **Physical activity and health.**
The student knows and applies safety practices associated with physical activities.
- The student is expected to:
- (A) use equipment and space safely and properly;
 - (B) describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;
 - (C) describe how to protect himself/herself from harmful effects of the sun;
 - (D) list water safety rules and demonstrate simple extension rescue; and
 - (E) describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.
- (1.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.
- The student is expected to:
- (A) demonstrate starting and stopping signals; and
 - (B) explain boundaries and rules for simple games.
- (1.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.
- The student is expected to:
- (A) follow directions and apply safe movement practices;
 - (B) interact, cooperate, and respect others; and

- (C) resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.

Source: The provisions of this §116.3 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.4. Physical Education, Grade 2.

(a) Introduction.

- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) Second grade students learn to demonstrate key elements of fundamental movement skills and mature form in locomotive skills. Students learn to describe the function of the heart, lungs, and bones as they relate to movement. Students are introduced to basic concepts of health promotion such as the relationship between a physically-active lifestyle and the health of the heart. Students learn to work in a group and demonstrate the basic elements of socially responsible conflict resolution.

(b) Knowledge and skills.

- (2.1) **Movement.** The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.

The student is expected to:

- (A) travel independently in a large group while safely and quickly changing speed and direction;
- (B) demonstrate skills of chasing, fleeing, and dodging to avoid or catch others;
- (C) combine shapes, levels, and pathways into simple sequences;
- (D) demonstrate mature form in walking, hopping, and skipping;
- (E) demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support;
- (F) demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down;
- (G) demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control;
- (H) 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;

- (I) demonstrate control weight transfers such as feet to hands with controlled landing and feet to back;
- (J) demonstrate the ability to mirror a partner;
- (K) walk in time to a 4/4 underlying beat;
- (L) perform rhythmical sequences such as simple folk, creative, and ribbon routines;
- (M) jump a self-turned rope repeatedly; and
- (N) demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.

(2.2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills.

The student is expected to:

- (A) recognize that attention to the feeling of movement is important in motor skill development; and
- (B) identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.

(2.3) **Physical activity and health.** The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge.

The student is expected to:

- (A) describe and select physical activities that provide opportunities for enjoyment and challenge;
- (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
- (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and
- (D) lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

(2.4) **Physical activity and health.** The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

The student is expected to:

- (A) identify how regular physical activity strengthens the heart, lungs, and muscular system;

- (B) describe how the blood carries oxygen and nutrients through the body;
- (C) identify foods that enhance a healthy heart;
- (D) explain the need for foods as a source of nutrients that provide energy for physical activity;
- (E) describe the negative effects of smoking on the lungs and the ability to exercise; and
- (F) describe the need for rest and sleep in caring for the body.

- (2.5) **Physical activity and health.** The student knows and applies safety practices associated with physical activities.

The student is expected to:

- (A) use equipment and space safely and properly;
- (B) select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;
- (C) list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves;
- (D) list water safety rules and describe their importance;
- (E) identify safe cycling and road practices; and
- (F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.

- (2.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.

The student is expected to:

- (A) identify goals to be accomplished during simple games such as not getting tagged; and
- (B) identify strategies in simple games and activities such as dodging to avoid being tagged.

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| <p>(2.7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.</p> | <p>The student is expected to:</p> <p>(A) display good sportsmanship; and</p> <p>(B) treat others with respect during play.</p> |
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Source: The provisions of this §116.4 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.5. Physical Education, Grade 3.

(a) Introduction.

- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) In Grades 3-5, students continue to develop strength, endurance, and flexibility. Students can demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process.
- (3) In Grade 3, students begin to learn and demonstrate more mature movement forms. Students also learn age-specific skills and the health benefits of physical activity. Students begin to learn game strategies, rules, and etiquette.

(b) Knowledge and skills.

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| <p>(3.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.</p> | <p>The student is expected to:</p> <p>(A) travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations;</p> <p>(B) demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations;</p> <p>(C) demonstrate mature form in jogging, running, and leaping;</p> <p>(D) demonstrate moving in and out of a balanced position with control;</p> <p>(E) demonstrate proper body alignment in lifting, carrying, pushing, and pulling;</p> <p>(F) 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;</p> |
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- (G) transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam;
- (H) clap echoes in a variety of one measure rhythmical patterns;
- (I) demonstrate various step patterns and combinations of movement in repeatable sequences; and
- (J) demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.

(3.2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills.

The student is expected to:

- (A) identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force; and
- (B) know that practice, attention and effort are required to improve skills.

(3.3) **Physical activity and health.** The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.

The student is expected to:

- (A) describe and select physical activities that provide for enjoyment and challenge;
- (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
- (C) participate in appropriate exercises for developing flexibility;
- (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and
- (E) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

(3.4) **Physical activity and health.** The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

The student is expected to:

- (A) describe the long term effects of physical activity on the heart;
- (B) distinguish between aerobic and anaerobic activities;

- (3.5) **Physical activity and health.**
The student understands and applies safety practices associated with physical activities.

- (C) identify foods that increase or reduce bodily functions; and
- (D) identify principles of good posture and its impact on physical activity.

The student is expected to:

- (A) use equipment safely and properly;
- (B) select and use proper attire that promotes participation and prevents injury;
- (C) identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians; and
- (D) identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.

- (3.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including but not limited to, games, sports, dance, and gymnastics.

The student is expected to:

- (A) identify components of games that can be modified to make the games and participants more successful; and
- (B) explain the importance of basic rules in games and activities.

- (3.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.

The student is expected to:

- (A) follow rules, procedures, and etiquette;
- (B) persevere when not successful on the first try in learning movement skills; and
- (C) accept and respect differences and similarities in physical abilities of self and others.

Source: The provisions of this §116.5 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.6. Physical Education, Grade 4.

(a) Introduction.

- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) Fourth grade students learn to identify the components of health-related fitness. Students combine locomotor and manipulative skills in dynamic situations with body control. Students begin to identify sources of health fitness information and continue to learn about appropriate clothing and safety precautions in exercise settings.

(b) Knowledge and skills.

(4.1) **Movement.** The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.

The student is expected to:

- (A) demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations;
- (B) catch an object while traveling such as catch a football pass on the run;
- (C) combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences;
- (D) jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending;
- (E) perform sequences that include traveling, showing good body control combined with stationary balances on various body parts;
- (F) demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force;
- (G) transfer weight along and over equipment with good body control;
- (H) create a movement sequence with a beginning, middle, and end;
- (I) perform basic folk dance steps such as grapevine, schottische, and step-together-step;
- (J) travel into and out of a rope turned by others without hesitating; and

- (K) demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.
- (4.2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills.
- The student is expected to:
- (A) identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving;
 - (B) identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills;
 - (C) make appropriate changes in performance based on feedback; and
 - (D) describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.
- (4.3) **Physical activity and health.** The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.
- The student is expected to:
- (A) describe and select physical activities that provide for enjoyment and challenge;
 - (B) name the components of health-related fitness such as strength, endurance, and flexibility;
 - (C) identify and demonstrate a variety of exercises that promote flexibility;
 - (D) improve flexibility in shoulders, trunk, and legs;
 - (E) participate in activities that develop and maintain muscular strength and endurance; and
 - (F) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.
- (4.4) **Physical activity and health.** The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.
- The student is expected to:
- (A) describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors;
 - (B) participate in moderate to vigorous physical activities on a daily basis;

- (C) identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility;
- (D) identify major muscle groups and the movements they cause;
- (E) describe the relationship between food intake and physical activity such as calories consumed and calories expended;
- (F) explain the link between physical activity/inactivity and health such as reduce stress and burn calories;
- (G) explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release;
- (H) describe the need for rest and sleep in recovering from exercise; and
- (I) identify sources of information on skill improvement, fitness, and health such as books and technology.

(4.5) **Physical activity and health.**

The student understands and applies safety practices associated with physical activities.

The student is expected to:

- (A) use equipment safely and properly;
- (B) select and use proper attire that promotes participation and prevents injury;
- (C) describe and apply safety precautions when cycling and skating; and
- (D) identify potential risks associated with physical activities.

(4.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.

The student is expected to:

- (A) distinguish between compliance and noncompliance with rules and regulations; and
- (B) analyze potential risks associated with unsafe movement and improper use of equipment.

(4.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.

The student is expected to:

- (A) follow rules, procedures, and etiquette;
- (B) respond to winning and losing with dignity and understanding;

- (C) work independently and stay on task; and
- (D) demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.

Source: The provisions of this §116.6 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.7. Physical Education, Grade 5.

(a) Introduction.

- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) Fifth grade students demonstrate competence such as improved accuracy in manipulative skills in dynamic situations. Basic skills such as jumping rope, moving to a beat, and catching and throwing should have been mastered in previous years and can now be used in game-like situations. Students continue to assume responsibility for their own safety and the safety of others. Students can match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, and time. Students continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways.

(b) Knowledge and skills.

(5.1) **Movement.** The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.

The student is expected to:

- (A) 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) demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump;
- (C) demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;
- (D) demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates;
- (E) demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;

- (F) combine traveling and rolling with smooth transitions;
- (G) combine weight transfer and balance on mats and equipment;
- (H) demonstrate the ability to contrast a partner's movement;
- (I) perform selected folk dances;
- (J) jump a rope using various rhythms and foot patterns repeatedly;
- (K) 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; and
- (L) 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.

(5.2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills.

The student is expected to:

- (A) 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;
- (B) identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and
- (C) choose appropriate drills/activities to enhance the learning of a specific skill.

(5.3) **Physical activity and health.** The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.

The student is expected to:

- (A) participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness;
- (B) identify appropriate personal fitness goals in each of the components of health-related fitness; and
- (C) explain the value of participation in community physical activities such as little league and parks and recreation.

- (5.4) **Physical activity and health.**
The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

The student is expected to:

- (A) relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs;
- (B) self-monitor the heart rate during exercise;
- (C) match different types of physical activity with health-related fitness components;
- (D) define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness;
- (E) describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing;
- (F) identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U. S. dietary guidelines;
- (G) describe common skeletal problems and their effect on the body such as spinal curvatures;
- (H) describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity; and
- (I) describe how movement and coordination are effected by alcohol and other drugs.

- (5.5) **Physical activity and health.**
The student understands and applies safety practices associated with physical activities.

The student is expected to:

- (A) use equipment safely and properly;
- (B) select and use proper attire that promotes participation and prevents injury;
- (C) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity; and

(5.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.

- (D) identify potentially dangerous exercises and their adverse effects on the body.

The student is expected to:

- (A) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense; and
- (B) explain the concept and importance of team work.

(5.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.

The student is expected to:

- (A) follow rules, procedures, and etiquette;
- (B) use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all; and
- (C) describe how physical activity with a partner or partners can increase motivation and enhance safety.

Source: The provisions of this §116.7 adopted to be effective September 1, 1998, 22 TexReg 7759.