

Physical Education, Kindergarten

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
- (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement

- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of

- (iii) demonstrate simple balancing
 - (iv) demonstrate cross lateralization
 - (v) demonstrate sequencing of two skills
- (D) spin and roll at different levels, speeds, and positions.

Breakouts

- (i) spin at different levels
- (ii) spin at different speeds
- (iii) spin at different positions
- (iv) roll at different levels
- (v) roll at different speeds
- (vi) roll at different positions

- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:

- (A) maintain balance while bearing weight using different bases of support; and

Breakouts

- (i) maintain balance while bearing weight using different bases of support

- (B) practice bending, stretching, twisting, and curling while maintaining balance.

Breakouts

- (i) practice bending while maintaining balance
- (ii) practice stretching while maintaining balance
- (iii) practice twisting while maintaining balance
- (iv) practice curling while maintaining balance

- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:

- (A) self-toss an object and throw underhand with opposite foot forward;

Breakouts

- (i) self-toss an object with opposite foot forward
- (ii) throw underhand with opposite foot forward

- (B) catch a self-dropped ball before it bounces twice and catch a self-tossed object before it hits the ground;

Breakouts

- (i) catch a self-dropped ball before it bounces twice
- (ii) catch a self-tossed object before it hits the ground

(C) practice dribbling with one hand;

Breakouts

(i) practice dribbling with one hand

(D) tap a ball using the inside of the foot;

Breakouts

(i) tap a ball using the inside of the foot

(E) kick a stationary ball from a stationary position;

Breakouts

(i) kick a stationary ball from a stationary position

(F) volley a lightweight object to self;

Breakouts

(i) volley a lightweight object to self

(G) strike a lightweight object using hand or short-handled implement;

Breakouts

(i) Breakout (3.1.7.3), JUDO 19729 (no label) (14-6-13) 2M (e-3) (4-49.9) (i)

- (iii) demonstrate a variety of levels while maintaining balance
- (C) demonstrate clear contrast when moving in different speeds and directions while maintaining balance.

Breakouts

- (i) demonstrate clear contrast when moving in different speeds while maintaining balance
 - (ii) demonstrate clear contrast when moving in different directions while maintaining balance
- (5) Movement patterns and movement skills--rhythmic activities. The physi217 TD0-3 (rat)3.26002 Tc 0.002 2 (m

(9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:

(A) describe the importance of goal setting; and

Breakouts

(i) describe the importance of goal setting

(B) identify how to measure improvements. (provide 1 or 2 examples) (s)-4.3.2 (v)-3 (p)70.2 (s)-3. (a)-3.

(A) give examples of consequences resulting from personal actions;

Breakouts

(i) give examples of consequences resulting from personal actions

(B) demonstrate respect for differences and similarities in abilities of self and others; and

Breakouts

(i)

d.5 (e)-3 (e)93.6 (fro)4.2 (m)-6.3 (pp.2 (m)-8-1.9 4l 1C5e)-3r7.2 (le)-2.2 (mt.

(i)

give ed6p3.2m (9.5 (l)bl 4 (an)i2.32.2)-16 (ftoCID 2.2 (e f-16 5D 2.2 (e2.2 (eli

Breakouts

