

How Health Education Today's "High School Physical Education Curriculum" Meets Texas Essential Knowledge and Skills State Standards for P.E.

<http://www.k12.wa.us/healthfitness/Standards.aspx>

Texas Essential Knowledge and Skills (TEKS):

Sections:

(See below for descriptions)

1. Foundations of Personal Fitness
2. Adventure/Outdoor Education
3. Aerobic Activities Intro: Introduction
4. Individual Sports
5. Team Sports

<https://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=124819>

Section Intro: Foundations of Personal Fitness

FPF.Intro.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.

FPF.Intro.2: Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

Strand - Movement

Knowledge & Skill Statement FPF.1: While participating in physical activity, the student applies physiological and biomechanical principles to improve health-related fitness The student is expected to:

<u>Texas Standards:</u>	<u>How HET Meets Texas Standards:</u>
FPF.1A: Apply physiological principles related to exercise and training such as warm-up/cool down, overload, frequency, intensity, specificity, or progression.	-Met in folder “#04. Fitness Testing” in completing all the fitness tests and completing the “Fitness Test Goal Sheet.” Also, use the “Training Principles” worksheet in “08. Weight Training” folder, folder “02. Strength and Endurance” folder.
FPF.1B: Apply biomechanical principles related to exercise and training such as force, leverage, and type of contraction.	-Met if incorporating this standard when having students do the Weight Training Unit “Write Your Own Weight Training Workout.” See Wt. Training Handbook” for explanation.

Strand - Social Development

Knowledge & Skill Statement - FPF.2: During physical activity, the student develops positive self-management and social skills needed to work independently and with others The student is expected to:

FPF.2A: Apply rules, procedures, and etiquette.	-Met in “PE Syllabus” (In “01 Organizing Docs” folder). This editable document can be used to add in your own school’s E.E. information; and cover rules, procedures, and etiquette.
FPF.2B: Recognize and resolve conflicts during physical activity.	-Met in many team sport units as students participate in game play and are encouraged to resolve conflicts

	appropriately; for instance in Flag Football, Soccer, or Volleyball.
Strand - Physical Activity and Health	
Knowledge & Skill Statement - FPF.3: The student applies safety practices associated with physical activity The student is expected to:	
FPF.3A: Demonstrate safety procedures such as spotting during gymnastics and using non-skid footwear.	-Safety topics are included at the beginning of unit directions where appropriate; for instance, in the Badminton Unit, teacher directions include “Be careful with racquets, no throwing in the air or spinning, or hitting with the racquets... Birdies are delicate-hold with thumb and first finger, always start your rally with an underhand serve. Whenever I whistle, please sit down.”
FPF.3B: Describe examples and exercises that may be harmful or unsafe.	-Included during warm-up and cool-down exercises (found in “Calisthenics and Body Work” folder. For instance, in “The 12 Best Stretches, is says “When you stretch, ease your body into position, until you feel a mild pull on your muscles, tendons and ligaments. A stretch should not hurt...and “Don’t bounce...”
FPF.3C: Explain the relationship between fluid balance, physical activity, and environmental conditions such as loss of water and salt during exercise.	-The included “Nutrition Unit” has a worksheet and activity on the importance of water, and a full lesson on “exercise.”
FPF.3D: Identify the effects of substance abuse on physical performance.	-Met by having your students read an article from the main folder “#12. Written Works” folder, then folder “00. Articles for Non Suits or Make Ups.” Look in the “Gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity” section of the spread sheet and have them do the “Article Summary Worksheet.” Try “Motives and Barriers Related to Physical Activity and Sport across Social Backgrounds: Implications for Health Promotion” article.
Knowledge & Skill Statement - FPF.4: The student applies fitness principles during a personal fitness program The student is expected to:	
FPF.4A: Explain the relationship between physical fitness and health.	-Met in Aerobic Fitness Unit where students create workout routines and present to class.
FPF.4B: Participate in a variety of activities that develop health-related physical fitness activities including aerobic exercise to develop cardiovascular efficiency.	-There are many opportunities for personal achievement in this PE program. One example is “Fitness Testing” where students are setting their own personal goals, not in

	competition with others, but they are trying to reach their own personal best.
FPF.4C: Demonstrate the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed.	-Met in having students do individual challenges like the Jump Rope Unit's "Jump Rope Tests." "Cardio Workouts," and fitness tests, include setting self-goals.
FPF.4D: Compare and contrast health-related and skill-related fitness.	-Met by showing your students this video, "What Does Sportsmanship Mean to You?" or any other article from the "Gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity" section and have them do the "Article Summary Worksheet" in main folder "#12. Written Works" folder, then folder "00. Articles for Non Suits or Make Ups."
FPF.4E: Describe methods of evaluating health-related fitness such as Cooper's 15 mile run test.	-Met in folder "#04. Fitness Testing" in completing the "Fitness Test Goal Sheet." HET includes the Presidential and the FitnessGram tests, so those could be compared to the Cooper's test, or worksheets could be edited to use Cooper's test materials.
FPF.4F: List and describe the components of exercise prescription such as overload principle, type, progression, or specificity. FPF.4G: Design and implement a personal fitness program.	-Met in Weight Training Unit, See "Handbook," and "Strength and Endurance Docs" for explanation and use the "Training Principles" worksheet.
FPF.4G: Design and implement a personal fitness program.	-Met in the "#08. Weight Training" folder, then folder "#01. Wt. Room Workouts," then "6. Write Your Own Workout."
FPF.4H: Evaluate consumer issues related to physical fitness such as marketing claims promoting fitness products and services.	-Met in the "Nutrition Unit" that is included in the PE main folder. See Day 14 "Is This Diet Healthy?" analyzing diet claims activity.
Knowledge & Skill Statement – FPF.5: The student comprehends practices that impact daily performance, physical activity, and health The student is expected to:	
FPF.5A: Investigate positive and negative attitudes towards exercise and physical activities.	-Met in the "Nutrition Unit" that is included in the PE main folder, See Day 12 "The Benefits of Exercise" and "MyFitnessPal" activity.
FPF.5B: Describe physical fitness activities that can be used for stress reduction.	-Have students so the "Article Summary Worksheet" in main folder "#12. Written Works" then folder "00. Articles for

	Non Suits or Make Ups.” Articles to read are in the “Fitness Workout and Exercise” section of the articles.
FPF.5C: Explain how over training may contribute to negative health problems such as bulimia and anorexia.	-Have students so the “Article Summary Worksheet” in main folder “#12. Written Works” then folder “00. Articles for Non Suits or Make Ups.” Articles to read are in the “#6. Anorexia” section of the articles.
FPF.5D: Analyze the relationship between sound nutritional practices and physical activity.	-In the “#14. Nutrition Unit” there are 20 lessons that address sound nutritional practices and physical activity.
FPF.5E: Explain myths associated with physical activity and nutritional practices.	-Met in the “#14. Nutrition Unit” on Day 18. See the “Personal “Health Survey” which addresses myths and truths of nutrition.
FPF.5F: Analyze methods of weight control such as diet, exercise, or combination of both.	-Met in the “#14. Nutrition Unit” Days 12 thru 17. These lessons address weight control, exercise, fad dieting dangers, and more.
FPF.5G: Identify changeable risk factors such as inactivity, smoking, nutrition, and stress that affect physical activity and health.	-Met by having students so the “Article Summary Worksheet” in main folder “#12. Written Works” then folder “00. Articles for Non Suits or Make Ups.” Articles to read are in section 6 on “Body Image Weight Loss Body Image Eating Disorders Energy Drinks Dangers.”
Section Intro: Adventure/Outdoor Education	
AOE.Intro.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.	
AOE.Intro.2: Students enrolled in adventure outdoor education are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime.	
Strand - AOE: Movement	
Knowledge & Skill Statement - AOE.1: The student demonstrates competency in two or more outdoor education activities such as backpacking, boating, camping, hiking, orienteering, water sports, or water safety certification The student is expected to:	
<u>Texas Standards:</u>	<u>How HET Meets Texas Standards:</u>
AOE.1A: Demonstrate consistency in the execution of the basic skills of adventure/outdoor education activities.	-Met through teaching students lifetime sports from the Backyard Unit such as: Frisbee, Corn Hole and Horse Shoes.

AOE.1B: Demonstrate understanding of the rules, skills, and strategies of an activity and can apply them appropriately.	-Met through teaching students lifetime sports from the Backyard Unit such as: Bocce Ball, Corn Hole and Putt Putt Golf.
AOE.1C: Develop an appropriate conditioning program for the selected activity.	-Met in several Backyard Games Units; such as Croquet, Bocce Ball, and Walking Unit.
Strand - AOE: Physical activity and health	
<u>Knowledge & Skill Statement - AOE.2: The student applies movement concepts and principles to the learning and development of motor skills The student is expected to:</u>	
AOE.2A: Use internal and external information to modify movement during performance.	-Met in many different types of conditioning workouts in the in "09. Cardio Workouts" folder," as well as met in the "Aerobics Unit."
AOE.2B: Develop an appropriate conditioning program for the selected activity.	-Choose a workout from the in "09. Cardio Workouts" folder."
AOE.2C: Identify correctly the critical elements for successful performance within the context of the activity.	-Unit teacher directions will present students with the rules, etiquette and skill development and practice that will promote successful performance for activities.
<u>Knowledge & Skill Statement - AOE.3: The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge The student is expected to:</u>	
AOE.3A: Select and participate in adventure/outdoor education activities that provide for enjoyment and challenge.	-Met in folder 11 "FITT Plans" will teach students components of fitness.
AOE.3B: Analyze and compare health and fitness benefits derived from participation in adventure/outdoor education activities.	-Met in Folder 11 "FITT Plans" will teach students fitness benefits of different activities.
AOE.3C: Establish realistic yet challenging health-related fitness goals.	-Met in "Fitness Testing" in main folder #04, and the "FITT Plans" in main folder #11 provide goal-setting sections.
AOE.3D: Develop and participate in a personal fitness program that has the potential to meet identified goals.	-Met in "Fitness Testing" in main folder #04, and the "FITT Plans" in main folder #11 provide goal-setting sections and many activities in the PE program provide the potential to meet individual goals.
AOE.3E: Describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.	-Use the "Training Principles" worksheet in "08 Weight Training" folder, folder "#02. Strength and Endurance" folder, or a FITT Plan worksheet in folder #11.

AOE.3F: Select and use appropriate technology tools to evaluate, monitor, and improve physical development.	-Offer heartrate monitors or other technology so students can evaluate and monitor physical development through this P.E. program's activities.
Knowledge & Skill Statement - AOE.4: The student knows the relationship between outdoor activities and health The student is expected to:	
AOE.4A: Identify and apply the health-related fitness principles to outdoor activities.	-Use the "FITT Plans" in main folder #11 during your outdoor activities.
AOE.4B: Analyze the strengths and weaknesses of adventure/outdoor education activities and their effects on a personal fitness program.	-Have students set personal fitness goals on their "Fitness Testing" (See folder "#04. Record Sheet.")
AOE.4C: Show evidence of developing and maintaining health-related fitness.	-As students re-test their Fitness Testing" (See folder "#04. Record Sheet.") they can show evidence of improvement.
AOE.4D: Explain and follow safety procedures during adventure/outdoor education activities.	-Rules and safety are a part of many units in this program. For example, in the Frisbee Unit teacher directions say " You must give the player with the ball 5 feet of space. No steps may be taken. (some versions allow 3 steps...) In the case of infractions of these rules, a free throw is awarded."
AOE.4E: List and describe safety equipment used in outdoor activities.	-Rules and safety are a part of units in this program. For example, in the Badminton Unit, rules tell students to "Be careful with racquets, no throwing in the air or spinning, or hitting with the racquets...Birdies are delicate-hold with thumb and first finger, always start your rally with an underhand serve...Whenever I whistle, please sit down."
AOE.4F: Design safe and appropriate practices/procedures to improve skill in an activity.	-Unit teacher directions will present students with the rules, etiquette and skill development and practice that will promote skill improvement for students.
Section Intro: Aerobic Activities	
Non-Specific Strand	
AA.Intro.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.	
AA.Intro.2: Students in aerobic activities are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.	
Strand - AA: Physical activity and health	
Knowledge & Skill Statement - AA.1: The student develops the ability to perform a level of competency in aerobic activities The student is expected to:	

<u>Texas Standards:</u>	<u>How HET Meets Texas Standards:</u>
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.	-Met in several units; such as Volleyball and Football in using the “Play Score” peer evaluation Sheets” and a teacher check off sheet as well in “01 Organizing Docs.
AA.1B: Consistently perform skills, strategies, and rules at a basic level of competency.	-Units in this program provide skill development, strategies and some (like the Volleyball Unit for instance) include written tests to check for competency in rules and game play. For instance in the Basketball teachers can use the “BEEF” acronym to help student remember balance, eyes, elbows, and follow-through.
Strand - AA: Movement	
Knowledge & Skill Statement - AA.2: The student applies movement concepts and principles to the learning and development of motor skills The student is expected to:	
AA.2A: Use internal and external information to modify movement during performance.	-Teacher cues included in many units help students understand the mechanics of the movement needed in game play.
AA.2B: Describe appropriate practices and procedures to improve skill and strategy in an activity.	-Skill practice is included in many units, such as “4-Square Volleyball” lead-up game to improve skills before a whole squad game.
AA.2C: Develop an appropriate conditioning program for the selected activity.	-A full folder of conditioning workouts in the main folder “#09. Cardio Workouts” is provided for teachers to choose the appropriate program.
AA.2D: Identify correctly the critical elements for successful performance within the context of the activity.	-Critical elements are included in unit, for instance in the “Flag Football Unit” step-by-step instructions for warm-ups, throwing and catching, kicking, and passing are included, as well as several plays students can run.
Strand - AA: Physical Activity and Health.	
Knowledge & Skill Statement - AA.3: The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge through aerobic activity The student is expected to:	
AA.3A: Select and participate in aerobic activities that provide for enjoyment and challenge.	-Aerobic warm-ups are included in units; as well as fitness workouts like “Walking for Fitness,” “Deal a Healthy Heart,”

	or "Station Workout" in the "Full Semester Plans" in main folder #02.
AA.3B: Analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.	-Met in "FITT Plans" in main folder #11. as they give students the knowledge and practice for cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.
AA.3C: Analyze and compare health and fitness benefits derived from participating in selected aerobic activities.	-Met in Aerobic Fitness Unit where students workout, do weight training, and teach class as a project requirement.
AA.3D: Establish realistic yet challenging health-related fitness goals.	-Fitness goals are part of the "FITT Plans" in main folder #11.
AA.3E: Develop and participate in a personal fitness program that has the potential to provide identified goals.	-The personal fitness part of this standard is met using any of the "FITT Plans" in main folder "#11. FITT Plans" folder. -Standard can be met by requiring students to set goals and be involved in a certain number of hours in self-selected physical activity outside of school, or in a school activity.
AA.3F: Describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.	-Use the "Training Principles" worksheet in "08. Weight Training" folder, folder "02. Strength and Endurance" folder, or a FITT Plan worksheet from folder #11.
AA.3G: Select and use appropriate technology tools to evaluate, monitor, and improve physical development.	-Offer heartrate monitors or other technology so students can evaluate and monitor physical development through the program's activities.
AA.3H: Explain the effects of substance abuse on personal health and performance in physical activity.	-Met by having your students read an article from the main folder "#12. Written Works" folder, then folder "00. Articles for Non Suits or Make Ups." Look in the "Gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity" section of the spread sheet and have them do the "Article Summary Worksheet." Try "Motives and Barriers Related to Physical Activity and Sport across Social Backgrounds: Implications for Health Promotion" article.
<p>Knowledge & Skill Statement - AA.4:</p> <p>The student understands and applies safety practices associated with aerobic activities The student is expected to:</p>	
AA.4A: Evaluate risks and safety factors that may affect aerobic activity preferences throughout the life span.	-This can be met for personal safety by giving students the "Risk Assessment Survey" in the main folder, then folder "#3.

	Organizing Docs” folder. Safety is discussed and required in each unit.
AA.4B: Identify and apply rules and procedures that are designed for safe participation.	-Teachers can use the P.E. Syllabus in Folder #01 to add their own rules and procedures.
AA.4C: Explain why and how a rule provides safe practices in participation.	-This is met in many units on Day 1. For instance, in the Floor Hockey Unit, the “NO HIGH STICKING” rule is at the beginning of the lesson and penalty for it starts on day 1 as well.
AA.4D: Describe equipment and practices that decrease the likelihood of injury such as proper footwear.	-Teachers can use the P.E. Syllabus in Folder #01 to add their footwear requirements.
Strand - AA: Social Development	
Knowledge & Skill Statement - AA.5: The student develops positive personal and social skills needed to work independently and with others in aerobic activities The student is expected to:	
AA.5A: Evaluate personal skills and set realistic goals for improvement.	-Met in several units; such as Volleyball and Football in using the “Play Score” peer evaluation Sheets” in “01 Organizing Docs.” Students could also use the sheet to do a self-score and goal.
AA.5B: Respond to challenges, successes, and failures in physical activities in socially appropriate ways.	-Met by showing your students this video, “What Does Sportsmanship Mean to You?” and then having a class discussion about the video. https://www.youtube.com/watch?v=EWc45IG6oE4
AA.5C: Accept successes and performance limitations of self and others, exhibit appropriate behavior/responses, and recognize that improvement is possible with appropriate practice.	-Met by showing your students this video, “What Does Sportsmanship Mean to You?” and then having them either have a partner discussion about the video, or write a reflection paper. You could have them discuss/write about being leader as well. https://www.youtube.com/watch?v=EWc45IG6oE4
AA.5D: Anticipate potentially dangerous consequences of participating in selected aerobic activities.	-This article can help teachers anticipate potential dangers in P.E. class. https://prezi.com/p/mb30rjnyhofg/lo2-the-importance-of-etiquette-and-sporting-behaviour-of-both-performers-and-spectators/
Section Intro: Individual Sports	

IS.Intro.1: In Physical Education, students acquire movement knowledge and skills 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.	
IS.Intro.2: Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course	
Strand - IS: Movement	
Knowledge & Skill Statement - IS.1: The student develops the ability to participate confidently in individual sports The student is expected to:	
<u>Texas Standards:</u>	<u>How HET Meets Texas Standards:</u>
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.	-Met by using the skills, lead-up games, and strategies in many individual sport units in this program such as: Badminton, Tennis, and Pickleball.
IS.1B: Consistently perform skills and strategies and follow rules at a basic level of competency.	-Rules are included in units and activities for safety and organization.
Knowledge & Skill Statement - IS.2: The student applies movement concepts and principles to the learning and development of motor skills The student is expected to:	
IS.2A: Use internal and external information to modify movement during performance.	-Units include teacher cues to help students modify, improve movement and performance.
IS.2B: Describe appropriate practice procedures to improve skill and strategy in a sport.	-This is met in units in lead-up skill activities, partner practice, teaching cues, and “Pro” “Rec” choice by students in game play.
IS.2C: Develop an appropriate conditioning program for the selected sport.	-Weight Training Unit, cardio workouts, Aerobic Fitness Unit, and more are included for conditioning activities.
IS.2D: Identify correctly the critical elements for successful performance of a sport skill.	-Units include teacher cues to help students modify, improve movement and performance. Some units; like Volleyball, Softball, and Basketball also include written tests to make sure students understand the critical rules and strategies before playing.
Strand - IS: Social Development	

Knowledge & Skill Statement - IS.3: The student understands the basic components such as strategies, protocol, and rules of individual sports The student is expected to:	
IS.3A: Acknowledge good play from an opponent during competition.	- This article can help teachers encourage students to be complimentary to opponents. https://prezi.com/p/mb30rjnyhofg/lo2-the-importance-of-etiquette-and-sporting-behaviour-of-both-performers-and-spectators/
IS.3B: Accept the roles and decisions of officials.	-This article can help teachers encourage students to be complimentary to opponents. https://prezi.com/p/mb30rjnyhofg/lo2-the-importance-of-etiquette-and-sporting-behaviour-of-both-performers-and-spectators/
IS.3C: Demonstrate officiating techniques.	-Rules are given in daily lessons so teachers can feel confident officiating/making sure students are fair and safe.
IS.3D: Research and describe the historical development of an individual sport.	-Meet this standard by having students read any of the following articles, or watch a video, and then have them do the "Article Summary Worksheet" in main folder "#12. Written Works" folder, then folder "00. Articles for Non Suits or Make Ups."
Strand - IS: Physical Activity and Health	
Knowledge & Skill Statement - IS.4: The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge during individual sports The student is expected to:	
S.4A: Select and participate in individual sports that provide for enjoyment and challenge.	-Many individual sports and activities are included in this P.E. program; such as: Badminton, Pickleball, Bowling, Ping Pong, Backyard Games, Tennis and more.
S.4B: Analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.	-Met in the main folder, then "#11. FITT Plans Folder."
IS.4C: Analyze and compare health and fitness benefits derived from participating in selected individual sports.	-Meet this standard by having students read any of the following articles, or watch a video, and then have them do the "Article Summary Worksheet" in main folder "#12. Written Works" folder, then folder "00. Articles for Non Suits or Make Ups."

IS.4D: Establish realistic yet challenging health-related fitness goals for selected individual sports.	-Met in the main folder, then “#11. FITT Plans Folder.” Students can set realistic goals based on their own personal test scores.
IS.4E: Explain the interrelatedness between selected individual sports and a personal fitness program.	-Meet this standard by having students read any of the following articles, or watch a video, and then have them do the “Article Summary Worksheet” in main folder “#12. Written Works” folder, then folder “00. Articles for Non Suits or Make Ups.”
IS.4F: Describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.	-Use the “Training Principles” worksheet in “08 Weight Training” folder, then folder “02 Strength and Endurance” folder, or a FITT Plan worksheet in main folder #11.
IS.4G: Explain the effects of substance abuse on personal health and performance in physical activity such as side effects of steroid use.	-Met by having your students read an article from the main folder “#12. Written Works” folder, then folder “00. Articles for Non Suits or Make Ups.” Look in the “Gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity” section of the spread sheet and have them do the “Article Summary Worksheet.” Try “Motives and Barriers Related to Physical Activity and Sport across Social Backgrounds: Implications for Health Promotion” article.
Knowledge & Skill Statement - IS.5: The student understands and applies safety practices associated with individual sports The student is expected to:	
IS.5A: Evaluate risks and safety factors that may affect individual sport preferences.	-Met by having your students read an article from the main folder “#12. Written Works” folder, then folder “00. Articles for Non Suits or Make Ups.” Try “Motives and Barriers Related to Physical Activity and Sport across Social Backgrounds: Implications for Health Promotion” article.
IS.5B: Identify and follow safety procedures when participating in individual sports.	-Rules and safety are a part of units in this program. For example, in the Badminton Unit, rules tell students to “Be careful with racquets, no throwing in the air or spinning, or hitting with the racquets...Birdies are delicate-hold with thumb and first finger, always start your rally with an underhand serve...Whenever I whistle, please sit down.”
IS.5C: Describe equipment and practices that prevent or reduce injuries.	-Rules for safety and to reduce injuries are a part of units in this program. Units begin with rules for students so they can safely participate.

<p>Knowledge & Skill Statement - IS.6: The student develops positive personal and social skills needed to work independently and with others in individual sports The student is expected to:</p>	
<p>IS.6A: Evaluate personal skills and set realistic goals for improvement.</p>	<p>-Met in Fitness Testing in main folder #04, and the FITT Plans” in folder #11 provide goal-setting sections and many activities in the PE program provide the potential to meet individual goals.</p>
<p>IS.6B: Respond to challenges, successes, and failures in physical activities in socially appropriate ways.</p>	<p>-Met by showing your students this video, “What Does Sportsmanship Mean to You?” and then having them either have a partner discussion about the video, or write a reflection paper. You could have them discuss/write about being leader as well.</p> <p>https://www.youtube.com/watch?v=EWc45IG6oE4</p>
<p>IS.6C: Accept successes and performance limitations of self and others.</p>	<p>-Met by showing your students this video, “What Does Sportsmanship Mean to You?” and then having them either have a partner discussion about the video, or write a reflection paper. You could have them discuss/write about being leader as well.</p> <p>https://www.youtube.com/watch?v=EWc45IG6oE4</p>
<p>IS.6D: Anticipate potentially dangerous consequences of participating in selected individual sports.</p>	<p>-Rules for safety and to reduce injuries are a part of units in this program. Teachers can feel confident that units begin with rules for students so they can safely participate.</p>
<p>IS.6E: Demonstrate responsible behavior in individual sports such as playing by the rules, accepting lack of skill in others.</p>	<p>-This article can help teachers encourage students to be complimentary to opponents. This could be assigned as homework, or shared in class by the teacher.</p> <p>https://prezi.com/p/mb30rjnyhofg/lo2-the-importance-of-etiquette-and-sporting-behaviour-of-both-performers-and-spectators/</p>

Section Intro: Team Sports

TS.Intro.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.

TS.Intro.2: Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and fair play. Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

Strand - TS: Movement Skills

Knowledge & Skill Statement - TS.1: The student demonstrates competency in many movement forms and proficiency in two or more team sports such as basketball, field hockey, flag football, floor hockey, soccer, softball, team handball, or volleyball The student is expected to:

Texas Standards:

How HET Meets Texas Standards:

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.

-Met by movement skills such as dribbling, throwing, catching, and serving are met in several units; like Soccer, Football, Volleyball, and Basketball.

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 goalkeeping competently in a dynamic setting.

-Met by movement skills such as dribbling, throwing, catching in several units; like Field Hockey, Soccer, and Soft Lacrosse.

Knowledge & Skill Statement - TS.2: The student applies movement concepts and principles to the learning and development of motor skills The student is expected to:

TS.2A: Use internal and external information to modify movement during performance.

-Team Sports units include teaching cues to help students improve and modify play.

TS.2B: Describe appropriate practice procedures to improve skill and strategy in an activity.

-Team Sports units include teaching cues to help students improve and modify play, and skills and drills help students practice skills.

TS.2C: Develop an appropriate conditioning program for the selected activity.

-This is met using the "Cardio Workouts" in main folder #09.

TS.2D: Identify correctly the critical elements for successful performance within the context of the activity.

-Teacher directions for team sport units, with teaching cues, skill development, and strategies to help students improve and modify play.

TS.2E: Recognize that improvement is possible with appropriate practice.	-Team sport units include many practice opportunities with drills, partner practice, group and circle practice, game play, strategy and more.
Strand - TS: Social Development	
Knowledge & Skill Statement - TS.3: The student understands the basic components such as strategies, protocol, and rules of structured physical activities The student is expected to:	
TS.3A: Acknowledge good play from an opponent during competition.	<p>-This article can help teachers encourage students to be complimentary to opponents. This could be assigned as homework by the teacher.</p> <p>https://prezi.com/p/mb30rjnyhofg/lo2-the-importance-of-etiquette-and-sporting-behaviour-of-both-performers-and-spectators/</p>
TS.3B: Accept the roles and decisions of officials.	<p>-This article can help teachers encourage students to be complimentary to opponents. This could be shared in class by the teacher.</p> <p>https://prezi.com/p/mb30rjnyhofg/lo2-the-importance-of-etiquette-and-sporting-behaviour-of-both-performers-and-spectators/</p>
TS.3C: Demonstrate officiating techniques.	-Officiating tips and suggestions are included in many team sport units. For instance, Day 4 of the Basketball Unit covers travelling, when to check the ball in, what to do with a “Jump Ball” and more.
TS.3D: Research and describe the historical development of an individual sport.	-Met by having your students read an article from the main folder “#12. Written Works” folder, then folder “00. Articles for Non Suits or Make Ups.”
Strand - TS: Physical Activity and Health	
Knowledge & Skill Statement - TS.4: The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge through team sports The student is expected to:	

TS.4A: Select and participate in individual sports that provide for enjoyment and challenge.	-Many individual sports and activities are included in this P.E. program; such as: Badminton, Pickleball, Bowling, Ping Pong, Backyard Games, Tennis and more.
TS.4B: Analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.	-Met in the main folder, then "#11. FITT Plans Folder."
TS.4C: Describe the health and fitness benefits derived from participating in selected team sports.	-Health benefits are described in many units; as well as the "Aerobic Fitness Unit" and Weight Training Unit.
TS.4D: Establish realistic yet challenging health-related fitness goals.	-Met in the main folder, then "#11. FITT Plans Folder." Students can set realistic goals based on their own personal test scores.
TS.4E: Develop and participate in a personal fitness program that has the potential to provide identified goals.	-Met in the main folder, then "#11. FITT Plans Folder." Students can set realistic goals based on their own personal test scores.
TS.4F: Describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.	-Use the "Training Principles" worksheet in "08. Weight Training" folder, folder "02. Strength and Endurance" folder, or a FITT Plan worksheet.
Knowledge & Skill Statement - TS.5: The student knows the implications and benefits from being involved in daily physical activity The student is expected to:	
TS.5A: Discuss training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.	-Use the "Training Principles" worksheet in "08. Weight Training" folder, folder "02. Strength and Endurance" folder, or a FITT Plan worksheet. (Folder #11.)
TS.5B: Explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.	- Met by having your students read an article from the main folder "#12. Written Works" folder, then folder "00. Articles for Non Suits or Make Ups." Look in the "Gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity" section of the spread sheet and have them do the "Article Summary Worksheet." Try "Motives and Barriers Related to Physical Activity and Sport across Social Backgrounds: Implications for Health Promotion" article.
TS.5C: Explain the effects of substance abuse on personal health and performance in physical activity.	-Met by having your students read an article from the main folder "#12. Written Works" folder, then folder "00. Articles for Non Suits or Make Ups." Look in the "Gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity"

	section of the spread sheet and have them do the “Article Summary Worksheet.” Try “Motives and Barriers Related to Physical Activity and Sport across Social Backgrounds: Implications for Health Promotion” article.
Strand - TS: Social Development	
Knowledge & Skill Statement - TS.7: The student develops positive self-management and social skills needed to work independently and with others in team sports The student is expected to:	
TS.7A: Evaluate personal skills and set realistic goals for improvement.	-Many units include an opportunity where students are directed to choose to play either “Pro” or “Rec” for game play. (For instance in Basketball, Volleyball and Football.) This way they can determine their own skill and confidence level, and set a realistic goal to improve skills through game play with similarly skilled students.
TS.7B: Respond to challenges, successes, and failures in physical activities in socially appropriate ways.	-The “Pro” or “Rec” for game play really promotes success for students; and thus, there is less frustration and socially inappropriate outbursts.
TS.7C: Accept successes and performance limitations of self and others and exhibit appropriate behavior/responses.	-The Health Education Today P.E. program is created with a tone of acceptance and encouragement for all students. Alternate activities are offered in many units after skills have been taught and practiced and during game play days, to allow students to choose an activity they enjoy. This can set the tone for a positive attitude towards P.E. class.
TS.7D: Anticipate potentially dangerous consequences of participating in selected team sports.	-Rules and safety are a part of units in this program. For example, in the Frisbee Unit to prevent students colliding or getting hit in the head with a frisbee, teacher directions say “ You must give the player with the frisbee 5 feet of space. <u>No steps may be taken.</u> (some versions allow 3 steps...) In the case of infractions of these rules, a free throw is awarded.”
TS.7E: Display appropriate etiquette while participating in a sport.	-The appropriate etiquette goal is introduced in the “PE Syllabus” (In “01 Organizing Docs” folder) document covering rules, procedures, and etiquette. The tone for a positive attitude, respect for all students, and encouraging everyone continues throughout this P.E. program.