

## PE Alignment to TEKS Learning Outcomes (Kinder)



Topic	Strand / Standard	CATCH Activities
<b>1: Movement patterns and movements skills - locomotor skills</b>		
<b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Hopping, galloping, running, sliding, skipping, and leaping	(A) practice proper foot patterns and maintain balance while hopping, galloping, running, sliding, and skipping	People Dodge, The S Trail, Let's Get Together, Alphabet Walk, Partner High 5 Together, Let's Get Together, Rum Pum Pum, Automobile, Musical Hoops
Jumping and landing	(B) Practice correct technique while jumping in place, forward and backward, side to side and quarter turns while maintaining balance	Locomotor Cards, Leapin Lizards, Mirror, Islands, Hoop Jump, Flash Fitness Fun
Brain-based learning	(C) Demonstrate visual tracking and tracing, simple balancing, cross lateralization and sequencing of three skills	Veins and Arteries, Balance Trains, S Trail, High Five in the Middle
Sensory integration and vestibular activation	(D) Spin and roll at different levels, speeds, and positions	Rum Pum Pum, Squirm Wiggle Jiggle, Shaping Up, Fancy Feet
<b>2: Movement patterns and movement skills - non locomotor skills</b>		
<b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Balance and weight transfer	(A) Maintain balance standing on one foot for five seconds while placing the free leg in a variety of different positions	Stretch Routine, Bendables, Limber Limbs, Body Balance, Balance Trains , Stretch Routine
Bending, stretching, twisting, and curling	(B) Demonstrate bending, stretching, twisting, curling, and swaying while maintaining balance	Bendables, Limber Limbs, Body Balance, Balance Trains , Limber Limbs
<b>3: Movement patterns and movement skills – manipulative skills.</b>		
<b>The physically literate student demonstrates competency in developmentally appropriate manipulative skills.</b>		
Throwing	(A) Demonstrate key elements of self-tossing and throwing underhand while stepping with the opposite foot forward to a target	Busy Bee'n Bag, Throw for Distance, Frogs on the Lily Pads, 3 Flies Up, Passing Skills, Team Passing
Catching	(B) Demonstrate key elements of catching an accurately and softly thrown large ball and a self-tossed object	Busy Bee'n Bag, Solo Catch, Partner Catch, Keep Away
Hand dribbling	(C) Practice dribbling continuously with one hand while stationary using preferred hand	Ball Handling Skills, Under Control, Frozen Dribble, Circulation, Dribblers & Defenders, Dribble Math

Foot dribbling	(D) Tap or dribble a ball using the inside of the foot while walking	Ball Handling Skills, Frozen Dribble, Team Passing, Under Control
Kicking/punting	(E) Approach and kick a stationary ball	Kick for Distance Kick for Distance, Kick for Accuracy, Kick-Kick, Triangle Pass
Volleying	(F) Volley a lightweight object to self partner	Balloon Paddle Power, Gather Around, Gold Medal Volleyball Skills
Striking	(G) Strike an object using a short-handled implement, projecting the object upward	Balloon Paddle Power, Buddy Paddle Power, Flap Jacks, Walk the Dog
Jumping rope	(H) Jump consecutively with a self-turned rope	Stationary Rope, Long Rope Jumping, Freestyle, Can You, Snakes, Lucky Guess
Jumping rope	(I) Turn a long rope	Long Rope Jumping
<b>4: Movement patterns and movement skills – spatial and body awareness.</b>		
<b>The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speeds, direction and force.</b>		
Spatial awareness	(A) Move in personal space to rhythms and beats while maintaining balance	Feel the Beat, The Rhythm Train, Lets Stick Together, Nice to Meet You, S - Trail
Pathways, shapes, and levels	(B) Travel over, under, around and through using a variety of pathways, shapes and levels	People Dodge, The S Trail, Let's Get Together, Rum Pum Pum, Automobile Musical Hoops, The Island
Speed, direction, and force	(C) Demonstrate clear contrast when moving in different speeds and directions while maintaining balance	Rum Pum Pum, Squirm Wiggle Jiggle, Shapin Up, Fancy Feet, Zoo Meringue,
<b>5: Movement patterns and movement skills – rhythmic activities.</b>		
<b>The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.</b>		
Rhythms	(A) Mirror and follow teacher movement and basic rhythm patterns in four counts	Scatter Square Dancing, Feel the Beat, Hoop Beat, Musical Hoops
<b>6: Performance strategies – games and activities.</b>		
<b>The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games.</b>		
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(A) Apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games	Find the treasure, See Ya' Later Alligator, Dragon Tail, S Trail
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(B) Identify and follow teacher instructions to improve performance for specific motor development skills	People Dodge, The S Trail, Let's Get Together, Alphabet Walk, Partner High 5 Together, Let's Get Together, Rum Pum Pum, Automobile, Musical Hoops
Rules/Terminology	(C) Demonstrate safe practices by using equipment appropriately and respecting personal space with teacher guidance	All GO Fitness and GO Activities (Automobiles is a great activity for personal space)

<b>7: Performance strategies – outdoor and recreational pursuits.</b>		
<b>The physically literate student demonstrates competency in outdoor and recreational pursuits.</b>		
Outdoor and adventure skills	(A) Identify outdoor recreation, health, and fitness activities in school and the community	New Physical Activity Teacher Slides
<b>8: Health, physical activity, and fitness – fitness principles.</b>		
<b>The physically literate student demonstrates and recognizes a health enhancing, physically-active lifestyle.</b>		
Fitness principles	(A) Identify the immediate effect of physical activity on the heart and lungs	Arteries and Veins Activity GO Fitness activities Teacher Slides
Fitness principles	(B) Explain the importance of warm-ups and cool-downs for physical activity	GO Fitness activities and Teacher Slides
Fitness principles	(C) Demonstrate exercises that promote health-related fitness	GO Fitness activities and Teacher Slides
<b>9: Health, physical activity, and fitness – analyze data.</b>		
<b>The physically literate student demonstrates competency in the ability to analyze data used during fitness performance.</b>		
Analyze data (performance goals)	(A) develop a health-related goal with teacher guidance	10 Second Fitness
Analyze data (performance goals)	(B) Explain how to measure improvement in physical skills with or without a measuring tool	Mighty Muscles Activities
<b>10: Health, physical activity, and fitness – nutrition and hydration.</b>		
<b>The physically literate student recognizes the correlation between nutrition, hydration, and physical activity.</b>		
Correlation between food and energy	(A) Identify healthy foods that produce energy for physical activity	GSW Teacher Slides Activities: GSW Games
Hydration	(B) Identify different hydration options, including water, that enhance physical activity	GSW Teacher Slides Activities: GSW Games
<b>11: Health, physical activity, and fitness – environmental awareness and safety practices.</b>		
<b>The physically literate student demonstrates competency in environmental awareness and understands safety practices.</b>		
Proper attire and equipment safety	(A) Identify proper clothing, footwear, and safety equipment for a variety of physical activities	Safety Teacher Slides Word Wall Vocabulary
Sun, bike, aquatics, air quality, pedestrian safety	(B) Identify and describe safety precautions, including pedestrian, water, sun, and cycling safety with teacher guidance	Safety Teacher Slides Word Wall Vocabulary
<b>12: Social and emotional health – personal responsibility and self-management.</b>		

<b>The physically literate student demonstrates competency in personal responsibility.</b>		
Personal responsibility and self-management	(A) Describe how personal actions may have positive or negative consequences	SEL Activities - Responsible Decision Making
Personal responsibility and self-management	(B) Demonstrate respect for differences and similarities in the abilities of self and others	SEL Activities: Social Awareness
Personal responsibility and self-management	(C) Identify personal impulses and emotions with teacher guidance	SEL Activities: Self-Management
<b>13: Social and emotional health – resolving conflict and social interaction.</b>		
<b>The physically literate student demonstrates competency in resolving conflict and social interaction.</b>		
Conflict resolution	(A) Demonstrate respect for and cooperation between self and others through words and actions with teacher guidance	SEL Activities - Relationship Skills
Social Interaction	(B) Communicate feelings and thoughts appropriately with teacher guidance	SEL Activities - Self Awareness
<b>14: Social and emotional health – perseverance.</b>		
<b>The physically literate student perseveres while addressing challenges.</b>		
Perseverance and accepting challenges	(A) Explain how, with practice, challenges in physical activities can turn into successes	GO Fitness TREK Days, 10 Second Fitness
<b>15: Social and emotional health – accepting and providing constructive feedback.</b>		
<b>The physically literate student accepts and provides constructive feedback.</b>		
Accepting and providing constructive feedback	(A) Participate in moderate to vigorous physical activity on a regular basis	GO Fitness Activities & CATCH Basics Management Techniques
<b>16: Lifetime wellness – application of lifetime wellness.</b>		
<b>The physically literate student identifies the value and lifetime wellness.</b>		
Values and engages in physical activity	(A) Participate in moderate to vigorous physical activity on a regular basis	GO Fitness Activities & CATCH Basics Management Techniques
Values and engages in physical activity	(B) Describe physical activity for personal enjoyment with teacher guidance	GO Fitness Activities & Teacher Slides

# PE Alignment to TEKS Learning Outcomes (1st Grade)



Topic	Strand / Standard	CATCH Activities
<b>1: Movement patterns and movements skills - locomotor skills</b>		
<b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Hopping, galloping, running, sliding, skipping, and leaping	(A) Practice and apply correct technique while hopping, galloping, running, sliding, and skipping	People Dodge, The S Trail, Let's Get Together, Alphabet Walk, Partner High 5 Together, Let's Get Together, Rum Pum Pum, Automobile, Musical Hoops
Jumping and landing	(B) Demonstrate correct jumping and landing technique while consecutively jumping in place forward and backward, side to side, half turns, and in tuck position	Locomotor Cards, Leapin Lizards, Mirror, Islands, Hoop Jump, Flash Fitness Fun
Brain-based learning	(C) Demonstrate basic balancing, cross lateralization, and sequencing of three skills with repetition	Veins and Arteries, Balance Trains, S Trail, High Five in the Middle
Sensory integration and vestibular activation	(C) Spin and roll at different levels, speeds, and positions	Rum Pum Pum, Squirm Wiggle Jiggle, Shaping Up, Fancy Feet
<b>2: Movement patterns and movement skills - non locomotor skills</b>		
<b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Balance and weight transfer	(A) Demonstrate maintaining balance standing on one foot while placing the free leg in a variety of different positions for eight seconds	Stretch Routine, Bendables, Limber Limbs, Body Balance, Balance Trains, Stretch Routine
Bending, stretching, twisting, and curling	(B) Differentiate between bending, stretching, twisting, curling, pushing, pulling and swaying	Bendables, Limber Limbs, Body Balance, Balance Trains, Limber Limbs
<b>3: Movement patterns and movement skills – manipulative skills.</b>		
<b>The physically literate student demonstrates competency in developmentally appropriate manipulative skills.</b>		
Throwing	(A) Demonstrate key elements in underhand throwing to a partner and overhand throwing to a target with opposite foot forward	Busy Bee'n Bag, Throw for Distance, Frogs on the Lily Pads, 3 Flies Up, Passing Skills, Team Passing
Catching	(B) Demonstrate key elements when catching an accurately and softly thrown large ball without trapping against the body	Busy Bee'n Bag, Solo Catch, Partner Catch, Keep Away

Hand dribbling	(C) Demonstrate key elements of hand dribbling while walking	Ball Handling Skills, Under Control, Frozen Dribble, Circulation, Dribblers & Defenders, Dribble Math
Foot dribbling	(D) Dribble a ball with control using both feet while walking	Ball Handling Skills, Frozen Dribble, Team Passing, Under Control
Kicking/punting	(E) Kick a moving ball using a continuous running approach	Kick for Distance Kick for Distance, Kick for Accuracy, Kick-Kick, Triangle Pass
Volleying	(F) Volley a lightweight object with consecutive hits to self or partner	Balloon Paddle Power, Gather Around, Gold Medal Volleyball Skills
Striking	(G) Strike a stationary object off the ground or an elevated surface with a hand or short or long handled implement consecutively	Balloon Paddle Power, Buddy Paddle Power, Flap Jacks, Walk the Dog
Jumping rope	(H) Jump forward and backward with a self-turned rope	Stationary Rope, Long Rope Jumping, Freestyle, Can You, Snakes, Lucky Guess
Jumping rope	(I) Demonstrate turning and jumping a long rope	Long Rope Jumping
<b>4: Movement patterns and movement skills – spatial and body awareness.</b>		
<b>The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speeds, direction and force.</b>		
Spatial awareness	(A) Demonstrate locomotor, non-locomotor,	Feel the Beat, The Rhythm Train, Lets Stick
Pathways, shapes, and levels	(B) Combine pathways, shapes, and levels	People Dodge, The S Trail, Let's Get
Speed, direction, and force	(C) Combine speed and direction as directed by the teacher	Rum Pum Pum, Squirm Wiggle Jiggle, Shapin Up, Fancy Feet, Zoo Meringue,
<b>5: Movement patterns and movement skills – rhythmic activities.</b>		
<b>The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.</b>		
Rhythms	(A) Demonstrate simple rhythmic sequences using various locomotor and coordination skills in eight counts	Scatter Square Dancing, Feel the Beat, Hoop Beat, Musical Hoops
<b>6: Performance strategies – games and activities.</b>		
<b>The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games.</b>		
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(A) Apply the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games at low, middle and high levels with appropriate speed and direction	Find the treasure, See Ya' Later Alligator, Dragon Tail, S Trail
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(B) Participate in appropriate drills and activities to enhance the learning of specific motor development skills	People Dodge, The S Trail, Let's Get Together, Alphabet Walk, Partner High 5 Together, Let's Get Together, Rum Pum Pum, Automobile, Musical Hoops

Rules/Terminology	(C) Demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance	All GO Fitness and GO Activities (Automobiles is a great activity for personal space)
<b>7: Performance strategies – outdoor and recreational pursuits.</b> <b>The physically literate student demonstrates competency in outdoor and recreational pursuits.</b>		
Outdoor and adventure skills	(A) Describe outdoor recreation, health, and fitness activities in school and the community	New Physical Activity Teacher Slides
<b>8: Health, physical activity, and fitness – fitness principles.</b> <b>The physically literate student demonstrates and recognizes a health enhancing, physically-active lifestyle.</b>		
Fitness principles	(A) List the benefits of regular physical activity on the heart and lungs	Arteries and Veins Activity GO Fitness activities
Fitness principles	(B) Define frequency and endurance as it relates to physical activities	GO Fitness activities and Teacher Slides
Fitness principles	(C) Demonstrate correct technique of exercises that promote health-related fitness	GO Fitness activities and Teacher Slides
<b>9: Health, physical activity, and fitness – analyze data.</b> <b>The physically literate student demonstrates competency in the ability to analyze data used during fitness performance.</b>		
Analyze data (performance goals)	(A) Develop health and skill-related goals with teacher guidance	GO Fitness activities and PPT
Analyze data (performance goals)	(B) Identify how to measure improvement and track progress in physical skills with a measuring tool	Mighty Muscles Activities
<b>10: Health, physical activity, and fitness – nutrition and hydration.</b> <b>The physically literate student recognizes the correlation between nutrition, hydration, and physical activity.</b>		
Correlation between food and energy	(A) Identify the types of food that produce energy to enhance physical activity	GSW Teacher Slides Activities: GSW Games
Hydration	(B) Explain the need for proper hydration to energy	GSW Teacher Slides Activities: GSW Games
<b>11: Health, physical activity, and fitness – environmental awareness and safety practices.</b> <b>The physically literate student demonstrates competency in environmental awareness and understands safety practices.</b>		
Proper attire and equipment safety	(A) Explain how proper attire and safety equipment promote safe participation and prevent injury in a variety of physical activities	Safety Teacher Slides Word Wall Vocabulary

Sun, bike, aquatics, air quality, pedestrian safety	(B) Identify and explain safety precautions, including pedestrian, water, sun, cycling, and skating safety	Safety Teacher Slides Word Wall Vocabulary
<b>12: Social and emotional health – personal responsibility and self-management.</b> <b>The physically literate student demonstrates competency in personal responsibility.</b>		
Personal responsibility and self-management	(A) Differentiate between the positive and negative consequences of personal actions	SEL Activities - Responsible Decision Making
Personal responsibility and self-management	(B) Explain and demonstrate respect for differences and similarities in abilities of self and others	SEL Activities: Social Awareness
Personal responsibility and self-management	(C) Identify self-management skills to control personal impulses and emotions	SEL Activities: Self-Management
<b>13: Social and emotional health – resolving conflict and social interaction.</b> <b>The physically literate student demonstrates competency in resolving conflict and social interaction.</b>		
Conflict resolution	(A) Identify the causes of problems and propose solutions with teacher guidance	SEL Activities - Relationship Skills
Social Interaction	(B) Communicate feelings and thoughts appropriately	SEL Activities - Self Awareness
<b>14: Social and emotional health – perseverance.</b> <b>The physically literate student perseveres while addressing challenges.</b>		
Perseverance and accepting challenges	(A) Explain how practicing challenging physical activities can build confidence and minimize frustration when learning skills	GO Fitness TREK Days, 10 Second Fitness
<b>15: Social and emotional health – accepting and providing constructive feedback.</b> <b>The physically literate student accepts and provides constructive feedback.</b>		
Accepting and providing constructive feedback	(A) Listen respectfully and respond appropriately to specific corrective feedback with teacher guidance	GO Fitness Activities & CATCH Basics Management Techniques
<b>16: Lifetime wellness – application of lifetime wellness.</b> <b>The physically literate student identifies the value and lifetime wellness.</b>		
Values and engages in physical activity	(A) Participate in moderate to vigorous physical activity on a regular basis	GO Fitness Activities & CATCH Basics Management Techniques
Values and engages in physical activity	(B) Identify and select physical activities for personal enjoyment	GO Fitness Activities & Teacher Slides



## PE Alignment to TEKS Learning Outcomes (2nd Grade)



Topic	Strand / Standard	CATCH Activities
<b>1: Movement patterns and movements skills - locomotor skills</b> <b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Hopping, galloping, running, sliding, skipping, and leaping	(A) demonstrate correct technique while hopping, galloping, running, sliding, skipping, and landing	Leap'n lizards, Flash Fitness Task Cards
Jumping and landing	(B) demonstrate correct jumping and landing technique from different heights	Random running, Countdown, GO Loco!, Flash Fitness Fun, Whistle Fitness
Brain-based learning	(C) demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of three skills with repetition	Flash Fitness Fun, Race Day!,
Sensory integration and vestibular activation	(D) spin and roll with control at different levels, speeds, and positions with manipulatives	Scatter Square Dancing, Boogie Down Circuit, Statue Garden, Zoo Meringue, Vamos a la Playa
<b>2: Movement patterns and movement skills - non locomotor skills</b> <b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Balance and weight transfer	(A) demonstrate moving in and out of a balanced position with control during dynamic activities	Bear Tag, Crab Tag, Dice-er-cise
Bending, stretching, twisting, and curling	(B) combine bending, stretching, twisting curling, pushing, pulling, and swaying in a variety of activities	Sunny Day, Stop & Stretch, Stretch-er-cise,
<b>3: Movement patterns and movement skills – manipulative skills.</b> <b>The physically literate student demonstrates competency in developmentally appropriate manipulative skills.</b>		
Throwing	(A) demonstrate key elements in underhand and overhand throwing to a partner with accuracy	Big League Softball Skill Stations, In A Pickle, Random Grid Passing, Gotcha, Frogs on a Lily Pad, Passing Tag
Catching	(B) demonstrate key elements when catching an accurately and softly thrown large ball with a partner without trapping against the body	Random Grid Passing, Gotcha, Over the Line
Hand dribbling	(C) demonstrate key elements of hand dribbling while slowly jogging and maintaining ball control	I Got Game, Hoop It Up, Freeze and Pivot, Fast Break

Foot dribbling	(D) dribble a ball with control using both feet while slowly jogging	Golden Goal Dribbling Skills, CATCH Cup Soccer Skill Stations, Soccer Musical Hoops, Come and Get It
Kicking/punting	(E) kick a moving ball on the ground and in the air using a continuous running approach	Golden Goal Shooting Skills, CATCH Cup Soccer Skill Stations
Volleying	(F) demonstrate correct technique in volleying to a wall or partner and over an object or net	Gold Medal Volleyball Skills, Gather Around, Bump and Boogie
Striking	(G) demonstrate correct technique when striking a moving object over a low net or to a wall with a hand or short or long-handled implement	Big League Softball Skill Stations, Softball Step Back, Softball Virginia Reel, Tennis Pinball, Grand Slam Tennis Station
Jumping rope	(H) Jump a self-turned rope using a variety of basic skills	Follow Me, Figure It, Jump the Circuit
Jumping rope	(I) Enter and exit a turned long rope using basic jumping skills	NEW long rope activity
<b>4: Movement patterns and movement skills – spatial and body awareness.</b>		
<b>The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speeds, direction and force.</b>		
Spatial awareness	(A) demonstrate the appropriate use of open space and closing space during dynamic activities	Over the Line, Can't Touch This, Passing Tag, They Shoot, They Score, All Run Soccer
Pathways, shapes, and levels	(B) combine pathways and levels into various movement patterns in a wide variety of physical activities	Crease to Crease, Ultimate Flying Disc, Random Grid Passing, Gotcha, Over the Line
Speed, direction, and force	(C) combine speed, direction, and force as directed by teacher	Singles (individual racket skills) Doubles (partner racket skills) Endangered Species, Down and Around
<b>5: Movement patterns and movement skills – rhythmic activities.</b>		
<b>The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.</b>		
Rhythms	(A) demonstrate various rhythmic combinations of locomotor skills of eight counts in repeatable patterns when leading or following a partner	Flash Fitness Jump Rope Task Cards, Follow Me, Figure It, Lucky Guess, Double Trouble, Musical Ropes, Jump the Circuit
<b>6: Performance strategies – games and activities.</b>		
<b>The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games.</b>		
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(A) combine the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games	Crease to Crease, Ultimate Flying Disc, Random Grid Passing, Gotcha, Over the Line

Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(B) demonstrate specific movement skills to improve performance in designated dynamic activities	Flash Fitness Locomotor Task Cards, Barker's Hoopla, Mingle Mingle, S Trail
Rules/Terminology	(C) explain and follow rules, procedures, and safe practices during games and activities	S Trail, Fast Walk, Random Running, Automobile, Ahoy
<b>7: Performance strategies – outdoor and recreational pursuits.</b>		
<b>The physically literate student demonstrates competency in outdoor and recreational pursuits.</b>		
Outdoor and adventure skills	(A) participate in introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses	Elbow Tag, Blob Tag, Dragon Tail, Grid Tag
<b>8: Health, physical activity, and fitness – fitness principles.</b>		
<b>The physically literate student demonstrates and recognizes a health enhancing, physically-active lifestyle.</b>		
Fitness principles	(A) describe the benefits of regular physical activity including stress management	Fitness Trek Activities
Fitness principles	(B) identify the importance of frequency and intensity during endurance activities	Fitness Trek Warm Up, Fitness Trek Cool Down and Closure,
Fitness principles	(C) explain and demonstrate the correct techniques of health-related fitness components	Fitness Trek Activities, Partner
<b>9: Health, physical activity, and fitness – analyze data.</b>		
<b>The physically literate student demonstrates competency in the ability to analyze data used during fitness performance.</b>		
Analyze data (performance goals)	(A) describe the importance of setting personal fitness goals in improving health-related fitness	GO Fitness Activities, Dice-er-cise, Partner Challenges, 20 Second Fitness, NEW Fitness Unit PPT
Analyze data (performance goals)	(B) identify how to measure improvement and track progress for health -related fitness	GO Fitness Activities, Dice-er-cise, Partner Challenges, 20 Second Fitness, NEW Fitness Unit PPT
<b>10: Health, physical activity, and fitness – nutrition and hydration.</b>		
<b>The physically literate student recognizes the correlation between nutrition, hydration, and physical activity.</b>		
Correlation between food and energy	(A) differentiate between healthy and unhealthy foods and their impact on sustainable energy for physical activity	New Energy Balance Lesson
Hydration	(B) differentiate between water and processed sugar or high-calorie drinks and their impact on sustainable energy for physical activity	New Energy Balance Lesson
<b>11: Health, physical activity, and fitness – environmental awareness and safety practices.</b>		

<b>The physically literate student demonstrates competency in environmental awareness and understands safety practices.</b>		
Proper attire and equipment safety	(A) select proper attire and safety equipment that promote safe participation and prevent injury in a variety of physical activities	Content including in unit slides
Sun, bike, aquatics, air quality, pedestrian safety	(B) exhibit correct safety precautions including, pedestrian, water, sun, cycling, skating, and scooter safety	New Safety Lesson
<b>12: Social and emotional health – personal responsibility and self-management.</b>		
<b>The physically literate student demonstrates competency in personal responsibility.</b>		
Personal responsibility and self-management	(A) explain that personal actions have consequences for self and others	Self Management & Responsible Decision Making Activities in SEL Section
Personal responsibility and self-management	(B) demonstrate respect for differences and similarities in abilities of self and others	Social Awareness and Relationship Skills Activities
Personal responsibility and self-management	(C) explain and demonstrate self-management skills to control personal impulses and emotions	Self Management Activities in SEL Section
<b>13: Social and emotional health – resolving conflict and social interaction.</b>		
<b>The physically literate student demonstrates competency in resolving conflict and social interaction.</b>		
Conflict resolution	(A) demonstrate respect and cooperation through words and actions during various group activities	Relationship Skills Activities in SEL Section
Social Interaction	(B) identify feelings of others	Relationship Skills Activities in SEL Section
<b>14: Social and emotional health – perseverance.</b>		
<b>The physically literate student perseveres while addressing challenges.</b>		
Perseverance and accepting challenges	(A) explain how practicing challenging physical activities can build confidence and minimize frustration when learning a variety of new skills	Self Management Activities and Fitness Trek
<b>15: Social and emotional health – accepting and providing constructive feedback.</b>		
<b>The physically literate student accepts and provides constructive feedback.</b>		
Accepting and providing constructive feedback	(A) listen respectfully to make appropriate changes in performance based on feedback	All activities with accompanying assessments
<b>16: Lifetime wellness – application of lifetime wellness.</b>		
<b>The physically literate student identifies the value and lifetime wellness.</b>		

Values and engages in physical activity	(A) differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available	All GO Fitness Activities
Values and engages in physical activity	(B) select and participate in physical activity for personal enjoyment	New Fitness Slide

# PE Alignment to TEKS Learning Outcomes (3rd Grade)



Topic	Strand / Standard	CATCH Activities
<b>1: Movement patterns and movements skills - locomotor skills</b>		
<b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Hopping, galloping, running, sliding, skipping, and leaping	(A) Demonstrate and apply correct technique in a variety of locomotor skills during dynamic activities	Leap'n lizards, Flash Fitness Task Cards
Jumping and landing	(B) Demonstrate correct jumping and landing technique while performing a long jump and a full turn jump	Random running, Countdown, GO Loco!, Flash Fitness Fun, Whistle Fitness
Brain-based learning	(C) Demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of four skills with repetition	Flash Fitness Fun, Race Day!,
Sensory integration and vestibular activation	(D) Spin and roll with control at different levels, speeds, and positions with manipulatives	Scatter Square Dancing, Boogie Down Circuit, Statue Garden, Zoo Meringue, Vamos a la Playa
<b>2: Movement patterns and movement skills - non locomotor skills</b>		
<b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Balance and weight transfer	(A) Transfer body weight over, under, and on equipment with good control	Bear Tag, Crab Tag, Dice-er-cise
Bending, stretching, twisting, and curling	(B) Move into and out of various combinations of bending, stretching, twisting, curling, pushing, pulling, and	Sunny Day, Stop & Stretch, Stretch-er-cise,
<b>3: Movement patterns and movement skills – manipulative skills.</b>		
<b>The physically literate student demonstrates competency in developmentally appropriate manipulative skills.</b>		
Throwing	(A) Practice the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during dynamic activities	Big League Softball Skill Stations, In A Pickle, Random Grid Passing, Gotcha, Frogs on a Lily Pad, Passing Tag
Catching	(B) Practice the key elements of catching a ball at a variety of levels above and below the waist	Random Grid Passing, Gotcha, Over the Line
Hand dribbling	(C) Demonstrate key elements of hand dribbling with dominant and non-dominant hand while changing both speed and direction	I Got Game, Hoop It Up, Freeze and Pivot, Fast Break

Foot dribbling	(D) Dribble a ball with control alternating feet while changing both speed and direction with a partner	Golden Goal Dribbling Skills, CATCH Cup Soccer Skill Stations, Soccer Musical Hoops, Come and Get It
Kicking/punting	(E) Identify and demonstrate the key elements in kicking patterns, including body position, weight transfer, and follow-through	Golden Goal Shooting Skills, CATCH Cup Soccer Skill Stations
Volleying	(F) Demonstrate correct technique in underhand and overhead volleying to a wall, net, or partner	Gold Medal Volleyball Skills, Gather Around, Bump and Boogie
Striking	(G) Demonstrate correct technique when striking an object with a hand or short or long handled implement with a partner	Big League Softball Skill Stations, Softball Step Back, Softball Virginia Reel, Tennis Pinball, Grand Slam Tennis Station
Jumping rope	(H) Jump a self-turned rope using a variety of intermediate skills	Follow Me, Figure It, Jump the Circuit
Jumping rope	(I) Demonstrate entering and exiting a turned long rope using intermediate jumping skills	NEW long rope activity
<b>4: Movement patterns and movement skills – spatial and body awareness.</b>		
<b>The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speeds, direction and force.</b>		
Spatial awareness	(A) Demonstrate the appropriate use of open space and closing space during dynamic activities	Over the Line, Can't Touch This, Passing Tag, They Shoot, They Score, All Run Soccer
Pathways, shapes, and levels	(B) Demonstrate appropriate use of pathways and levels during dynamic activities and lead-up games	Crease to Crease, Ultimate Flying Disc, Random Grid Passing, Gotcha, Over the Line
Speed, direction, and force	(C) Apply speed, directions, and force during dynamic activities and lead-up games	Singles (individual racket skills) Doubles (partner racket skills) Endangered Species, Down and Around
<b>5: Movement patterns and movement skills – rhythmic activities.</b>		
<b>The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.</b>		
Rhythms	(A) Demonstrate a rhythmic routine with appropriate steps and movement patterns individually or in a group	Flash Fitness Jump Rope Task Cards, Follow Me, Figure It, Lucky Guess, Double Trouble, Musical Ropes, Jump the Circuit
<b>6: Performance strategies – games and activities.</b>		
<b>The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games.</b>		
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(A) Explain fundamental components and strategies of dynamic activities and lead-up games	Crease to Crease, Ultimate Flying Disc, Random Grid Passing, Gotcha, Over the Line

Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(B) Practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group	Flash Fitness Locomotor Task Cards, Barker's Hoopla, Mingle Mingle, S Trail
Rules/Terminology	(C) Exhibit appropriate sporting behavior during independent games and activities	S Trail, Fast Walk, Random Running, Automobile, Ahoy
<b>7: Performance strategies – outdoor and recreational pursuits.</b>		
<b>The physically literate student demonstrates competency in outdoor and recreational pursuits.</b>		
Outdoor and adventure skills	(A) Participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet	Elbow Tag, Blob Tag, Dragon Tail, Grid Tag
<b>8: Health, physical activity, and fitness – fitness principles.</b>		
<b>The physically literate student demonstrates and recognizes a health enhancing, physically-active lifestyle.</b>		
Fitness principles	(A) Describe the benefits of regular physical activity on overall health and wellness	Fitness Trek Activities
Fitness principles	(B) Demonstrate frequency and intensity during endurance activities	Fitness Trek Warm Up, Fitness Trek Cool Down and Closure,
Fitness principles	(C) Identify and demonstrate the components of health and skill-related fitness	Fitness Trek Activities, Partner
<b>9: Health, physical activity, and fitness – analyze data.</b>		
<b>The physically literate student demonstrates competency in the ability to analyze data used during fitness performance.</b>		
Analyze data (performance goals)	(A) Develop personal fitness goals for health-related fitness	GO Fitness Activities, Dice-er-cise, Partner Challenges, 20 Second Fitness, NEW Fitness Unit PPT
Analyze data (performance goals)	(B) Track progress and analyze data for health-related fitness activities	GO Fitness Activities, Dice-er-cise, Partner Challenges, 20 Second Fitness, NEW Fitness Unit PPT
<b>10: Health, physical activity, and fitness – nutrition and hydration.</b>		
<b>The physically literate student recognizes the correlation between nutrition, hydration, and physical activity.</b>		
Correlation between food and energy	(A) Examine the relationship between	New Energy Balance Lesson
Hydration	(B) Explain the importance of proper hydration before, during, and after physical activity	New Energy Balance Lesson
<b>11: Health, physical activity, and fitness – environmental awareness and safety practices.</b>		
<b>The physically literate student demonstrates competency in environmental awareness and understands safety practices.</b>		



Proper attire and equipment safety	(A) Work independently to select proper attire and safety equipment that promote safe participating and prevent injury in dynamic activities and lead-up games	Content including in unit slides
Sun, bike, aquatics, air quality, pedestrian safety	(B) Apply correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety	New Safety Lesson
<b>12: Social and emotional health – personal responsibility and self-management.</b> The physically literate student demonstrates competency in personal responsibility.		
Personal responsibility and self-management	(A) Accept and take responsibility for personal actions that affect self and others	Self Management & Responsible Decision Making Activities in SEL Section
Personal responsibility and self-management	(B) Demonstrate respect for differences and similarities in abilities of self and others	Social Awareness and Relationship Skills Activities
Personal responsibility and self-management	(C) Demonstrate self-management skills to control personal impulses and emotions during dynamic activities and lead-up games	Self Management Activities in SEL Section
<b>13: Social and emotional health – resolving conflict and social interaction.</b> The physically literate student demonstrates competency in resolving conflict and social interaction.		
Conflict resolution	(A) Discuss ways to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding	Relationship Skills Activities in SEL Section
Social Interaction	(B) Identify effective communication to enhance healthy interactions while settling disagreements	Relationship Skills Activities in SEL Section
Social Interaction	(C) Demonstrate respect for the feelings of others	Social Awareness Activities in SEL Section
<b>14: Social and emotional health – perseverance.</b> The physically literate student perseveres while addressing challenges.		
Perseverance and accepting challenges	(A) Identify ways to accept individual challenges and use self-management skills to persevere in a positive manner during dynamic activities and lead-up games	Self Management Activities in SEL Section
<b>15: Social and emotional health – accepting and providing constructive feedback.</b> The physically literate student accepts and provides constructive feedback.		
Accepting and providing constructive feedback	(A) Listen respectfully to make appropriate changes in performance based on feedback based on feedback from teacher and peers	All GO Fitness Activities

**16: Lifetime wellness – application of lifetime wellness.**

**The physically literate student identifies the value and lifetime wellness.**

Values and engages in physical activity	(A) Differentiate among types of and participate in moderate to vigorous physical activities for a sustained period of time on a regular basis using technology when available	All GO Activities and GO Fitness Activities
Values and engages in physical activity	(B) Participate in a variety of physical activities in the school and community for personal enjoyment	All GO Activities and GO Fitness Activities

# PE Alignment to TEKS Learning Outcomes (4th Grade)



Topic	Strand / Standard	CATCH Activities
<p align="center"><b>1: Movement patterns and movements skills - locomotor skills</b></p> <p align="center"><b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b></p>		
Hopping, galloping, running, sliding, skipping, and leaping	(A) Demonstrate and apply correct technique in a variety of locomotor skills and combinations during lead-up activities	Leap'n lizards, Flash Fitness Task Cards
Jumping and landing	(B) Demonstrate correct jumping and landing technique while performing a long jump and a full turn jump	Random running, Countdown, GO Loco!, Flash Fitness Fun, Whistle Fitness
Brain-based learning	(C) Demonstrate advanced balancing to include equipment, cross lateralization during increasingly complex movements, and sequencing of four or more skills with repetition	Flash Fitness Fun, Race Day!
<p align="center"><b>2: Movement patterns and movement skills - non locomotor skills</b></p> <p align="center"><b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b></p>		
Balance and weight transfer	(A) Maintain balance and transfer body weight with control during dynamic activities and lead-up games	Bear Tag, Crab Tag, Dice-er-cise
Bending, stretching, twisting, and curling	(B) Perform a combination of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities	Sunny Day, Stop & Stretch, Stretch-er-cise,
<p align="center"><b>3: Movement patterns and movement skills – manipulative skills.</b></p> <p align="center"><b>The physically literate student demonstrates competency in developmentally appropriate manipulative skills.</b></p>		
Throwing	(A) Demonstrate the key elements of manipulative skills, including eye on target, follow-through, body-weight transfer, and body position, during games and activities	Big League Softball Skill Stations, In A Pickle, Random Grid Passing, Gotcha, Frogs on a Lily Pad, Passing Tag
Catching	(B) Demonstrate the key elements of catching while moving during games and activities	Random Grid Passing, Gotcha, Over the Line

Hand dribbling	(C) Demonstrate key elements of hand dribbling with either hand when stationary while protecting the ball from a defender during dynamic activities and lead-up games	I Got Game, Hoop It Up, Freeze and Pivot, Fast Break
Foot dribbling	(D) Combine foot dribbling with other skills during dynamic activities and lead-up games	Golden Goal Dribbling Skills, CATCH Cup Soccer Skill Stations, Soccer Musical Hoops, Come and Get It
Kicking/punting	(E) Demonstrate appropriate form when kicking and punting during dynamic activities, and lead-up games	Golden Goal Shooting Skills, CATCH Cup Soccer Skill Stations
Volleying	(F) Demonstrate correct technique in volleying in dynamic activities and lead-up games	Gold Medal Volleyball Skills, Gather Around, Bump and Boogie
Striking	(G) Demonstrate correct technique when striking an object with hand or short or long handled implement in dynamic activities and lead-up games	Big League Softball Skill Stations, Softball Step Back, Softball Virginia Reel, Tennis Pinball, Grand Slam Tennis Station
Jumping rope	(H) Jump and self-turned rope in a routine using a variety of advanced skills	Follow Me, Figure It, Jump the Circuit
Jumping rope	(I) Demonstrate entering and exiting a turned long rope using advanced jumping skills	NEW long rope activity

**4: Movement patterns and movement skills – spatial and body awareness.**

**The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speeds, direction and force.**

Spatial awareness	(A) Demonstrate the appropriate use of open space and closing space in small groups during dynamic activities and lead-up games	Over the Line, Can't Touch This, Passing Tag, They Shoot, They Score, All Run Soccer
Pathways, shapes, and levels	(B) Apply appropriate use of pathways and levels in small groups during dynamic activities and lead-up games	Crease to Crease, Ultimate Flying Disc, Random Grid Passing, Gotcha, Over the Line
Speed, direction, and force	(C) Apply speed, direction, and force with a short handled implement during dynamic activities and lead-up games	Singles (individual racket skills) Doubles (partner racket skills) Endangered Species, Down and Around

**5: Movement patterns and movement skills – rhythmic activities.**

**The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.**

Rhythms	(A) Create rhythmic routines in counts of eight using basic steps and coordinated movement patterns individually or in a group	Flash Fitness Jump Rope Task Cards, Follow Me, Figure It, Lucky Guess, Double Trouble, Musical Ropes, Jump the Circuit
<b>6: Performance strategies – games and activities.</b>		
<b>The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games.</b>		
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(A) Identify and demonstrate the relationships among a variety of game skills, including preparation, movement, follow-through and recovery, used in net or wall, invasion, target, fielding, or striking games	Crease to Crease, Ultimate Flying Disc, Random Grid Passing, Gotcha, Over the Line
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(B) Demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or group	Flash Fitness Locomotor Task Cards, Barker's Hoopla, Mingle Mingle, S Trail
Rules/Terminology	(C) Engage appropriately in physical activity, sporting behavior, and game etiquette without teacher cue	S Trail, Fast Walk, Random Running, Automobile, Ahoy
<b>7: Performance strategies – outdoor and recreational pursuits.</b>		
<b>The physically literate student demonstrates competency in outdoor and recreational pursuits.</b>		
Outdoor and adventure skills	(A) Participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle, sports, archery, cycling, or challenge course	Elbow Tag, Blob Tag, Dragon Tail, Grid Tag
<b>8: Health, physical activity, and fitness – fitness principles.</b>		
<b>The physically literate student demonstrates and recognizes a health enhancing, physically-active lifestyle.</b>		
Fitness principles	(A) Describe the benefits of moderate to vigorous physical activity on overall health and wellness	Fitness Trek Activities
Fitness principles	(B) Describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness	Fitness Trek Warm Up, Fitness Trek Cool Down and Closure,
Fitness principles	(C) Differentiate between health-related and skill-related fitness components	Fitness Trek Activities, Partner
<b>9: Health, physical activity, and fitness – analyze data.</b>		
<b>The physically literate student demonstrates competency in the ability to analyze data used during fitness performance.</b>		

Analyze data (performance goals)	(A) Analyze personal fitness goals for self-improvement	GO Fitness Activities, Dice-er-cise, Partner Challenges, 20 Second Fitness, NEW Fitness Unit PPT
Analyze data (performance goals)	(B) Track progress and analyze data, with teacher guidance, to target areas needing improvement	GO Fitness Activities, Dice-er-cise, Partner Challenges, 20 Second Fitness, NEW Fitness Unit PPT
<b>10: Health, physical activity, and fitness – nutrition and hydration.</b>		
<b>The physically literate student recognizes the correlation between nutrition, hydration, and physical activity.</b>		
Correlation between food and energy	(A) Identify healthy foods that enhance	New Energy Balance Teacher Slides
Hydration	(B) Explain the importance of proper hydration before, during, and after physical activity	New Energy Balance Teacher Slides
<b>11: Health, physical activity, and fitness – environmental awareness and safety practices.</b>		
<b>The physically literate student demonstrates competency in environmental awareness and understands safety practices.</b>		
Proper attire and equipment safety	(A) Describe and select proper attire and safety equipment that promote safe participating and prevent injury in dynamic activities and games	Content including in unit slides
Sun, bike, aquatics, air quality, pedestrian safety	(B) Demonstrate correct safety precautions, including water, sun, cycling, skating, and scooter safety	New Safety Lesson
<b>12: Social and emotional health – personal responsibility and self-management.</b>		
<b>The physically literate student demonstrates competency in personal responsibility.</b>		
Personal responsibility and self-management	(A) Accept and take responsibility for personal actions that affect self and others during dynamic activities and lead up games	Self Management & Responsible Decision Making Activities in SEL Section
Personal responsibility and self-management	(B) Accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games	Social Awareness and Relationship Skills Activities
Personal responsibility and self-management	(C) Apply self-management skills to demonstrate self-control of impulses and emotions during dynamic activities and lead-up games	Self Management Activities in SEL Section
<b>13: Social and emotional health – resolving conflict and social interaction.</b>		
<b>The physically literate student demonstrates competency in resolving conflict and social interaction.</b>		

Conflict resolution	(A) Explain the importance of and demonstrate how to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding	Relationship Skills Activities in SEL Section
Social Interaction	(B) Identify and describe effective communication to enhance healthy interactions while settling disagreements	Relationship Skills Activities in SEL Section
Social Interaction	(C) Identify and describe the concepts of empathy and mutual respect for the feelings of others	Social Awareness Activities in SEL Section
<b>14: Social and emotional health – perseverance.</b> <b>The physically literate student perseveres while addressing challenges.</b>		
Perseverance and accepting challenges	(A) Discuss the importance of accepting individual challenges and use self-management skills to persevere in a positive manner during dynamic activities and lead-up games	Self Management Activities in SEL Section
<b>15: Social and emotional health – accepting and providing constructive feedback.</b> <b>The physically literate student accepts and provides constructive feedback.</b>		
Accepting and providing constructive feedback	(A) Apply appropriate changes to performance based on feedback from peers	All GO Fitness Activities
<b>16: Lifetime wellness – application of lifetime wellness.</b> <b>The physically literate student identifies the value and lifetime wellness.</b>		
Values and engages in physical activity	(A) Differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available	All GO Activities and GO Fitness Activities
Values and engages in physical activity	(B) Analyze the level of personal enjoyment in a variety of activities in the school and community	All GO Activities and GO Fitness Activities

## PE Alignment to TEKS Learning Outcomes (5th Grade)



Topic	Strand / Standard	CATCH Activities
<b>1: Movement patterns and movements skills - locomotor skills</b>		
<b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Hopping, galloping, running, sliding, skipping, and leaping	(A) Perform a variety of locomotor skills and combinations during dynamic activities and games	Locomotor Task Cards, Home Base, Fitness Tag, Meet Me in the Middle, Barkers Hoopla, Tail Tag
Jumping and landing	(B) Demonstrate correct jumping and landing technique during dynamic activities, game situations, and sports	10 Second Fitness, Team Run and Jump, Partner Long Jump,
<b>2: Movement patterns and movement skills - non locomotor skills</b>		
<b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Balance and weight transfer	(A) Demonstrate balance with control during dynamic activities and games	Poker Fitness, Glue & Stretch, Fitness Flexibility Stations, Follow & Flex, Mirror, Mirror, Group KNot Tying, Mat Challenges
Bending, stretching, twisting, and curling	(B) Demonstrate proper body positioning proficiency, footwork, and offensive and defensive skills during dynamic activities and games	The Defender, Control Ball, Move it Out, Dodge the Defender
<b>3: Movement patterns and movement skills – manipulative skills.</b>		
<b>The physically literate student demonstrates competency in developmentally appropriate manipulative skills.</b>		
Throwing	(A) Demonstrate correct technique when throwing to a moving target	Softball Step Back, Go Long, Random Grid Passing, Passing Challenges,
Catching	(B) Demonstrate correct catching technique from different levels and trajectories with a variety of objects	Five-Catch Keep Away, Grandome Grid Passing, Softball Slide and Move, Teamwork Softball
Hand dribbling	(C) Demonstrate correct hand dribbling technique when changing both speed and direction while maintaining ball control	Break Away, They Shoot They Score, Pivot Pass and Shoot
Foot dribbling	(D) Demonstrate correct foot dribbling technique with control while changing both speed and direction during dynamic activities and game situations	Trap & Go, Kick Away, Maniac, All Run Soccer
Kicking/punting	(E) Demonstrate correct technique in kicking and punting during dynamic activities and lead-up games	Pins Down, Kick and Stick, California 4-Down Football



Volleying	(F) Demonstrate correct technique in volleying to a target with control and accuracy	Hoop Serve, Ball Set, Circle Keep-It Up (volleyball) Singles, No-Racket Tennis, Wrist Flip
Striking	(G) Demonstrate correct technique when striking an object with speed, accuracy, force, and distance using a hand or handled implement during dynamic activities and lead-up games	Service Anyone? (tennis & badminton) Hoop Serve (volleyball) One...and...Two, Chip Shot, Pitch Shot, Relay Golf
Jumping rope	(H) Create and perform a jump rope routine using a variety of advanced skills	Outta Here, Follow Me, Jump the Circuit, GO for Health Jump Rope Challenge
<b>4: Movement patterns and movement skills – spatial and body awareness.</b>		
<b>The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speeds, direction and force.</b>		
Spatial awareness	(A) Demonstrate the appropriate use of open space and closing space during dynamic activities, games, and sports	Dodge the Defenders, Rocket Runner, The Defender, Ultimate Game, One on One Showdown, Get It and GO
Pathways, shapes, and levels	(B) Apply speed, direction, and force with a long handled implement during dynamic activities, games, and sports	One...and...Two, Chip Shot, Pitch Shot, Relay Golf, Super Stick Handling (Floor Hockey) Singles & Doubles (Badminton)
<b>5: Movement patterns and movement skills – rhythmic activities.</b>		
<b>The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.</b>		
Rhythms	(A) Perform rhythmic routines with intermediate steps and movement patterns	Scatter Square Dance, Hey Baby, Touch A Hand, Exercise My Way, Catch the Rhythm
<b>6: Performance strategies – games and activities.</b>		
<b>The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games.</b>		
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(A) Demonstrate offensive and defensive strategies used in net or wall invasion, target, striking, and fielding games	Ultimate Game, Dragon Tail, Everybody's It, Movement Changes, Outta Here, Rocket Runner, Dodge the Defender
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(B) Demonstrate combinations of locomotor, manipulative, and game skills in dynamic activities to achieve individual or team goals	Control Ball, Move it Out, Gotcha, Make it Take It, Ultimate Game, Time to Tackle, Get it and Go, Maniac, Cooperative Team Handball
Rules/Terminology	(C) Demonstrate appropriate sporting behavior with teammates, opponents, and officials	Use Teachers Slides for each GO Activity
<b>7: Performance strategies – outdoor and recreational pursuits.</b>		
<b>The physically literate student demonstrates competency in outdoor and recreational pursuits.</b>		
Outdoor and adventure skills	(A) Participate in self-selected, organized outdoor recreational skills, activities and games	Archery, CATCH Geography Mileage Challenge, Cross Country Jogging

**8: Health, physical activity, and fitness – fitness principles.**

**The physically literate student demonstrates and recognizes a health enhancing, physically-active lifestyle.**

Fitness principles	(A) Describe the long-term benefits of moderate to vigorous physical activity on overall health and wellness	GO Fitness Activities and Fitness Principals Teaching Slides
Fitness principles	(B) Describe the frequency, intensity, time and type (FITT) principle and how it improves fitness in relation to aerobic and anaerobic activities	GO Fitness Activities and Fitness Principals Teaching Slides
Fitness principles	(C) Describe health-related and skill-related fitness components and their impact on personal fitness	GO Fitness Activities and Fitness Principals Teaching Slides

**9: Health, physical activity, and fitness – analyze data.**

**The physically literate student demonstrates competency in the ability to analyze data used during fitness performance.**

Analyze data (performance goals)	(A) Develop personal fitness goals for health-related fitness	Go Fitness Challenges, 20 Second Fitness
Analyze data (performance goals)	(B) Track progress and analyze data for health-related fitness activities	Fitness Trek

**10: Health, physical activity, and fitness – nutrition and hydration.**

**The physically literate student recognizes the correlation between nutrition, hydration, and physical activity.**

Correlation between food and energy	(A) Identify macronutrients, including carbohydrates, fats, and proteins and examine their relationship to optimal physical performance	Nutrition Teacher Slides & GSW Activities
Hydration	(B) Identify how environment temperature and humidity each contribute to dehydration and heat illness	Nutrition Teacher Slides & GSW Activities

**11: Health, physical activity, and fitness – environmental awareness and safety practices.**

**The physically literate student demonstrates competency in environmental awareness and understands safety practices.**

Proper attire and equipment safety	(A) Perform without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports	GO Fitness Activities and Physical Activity Slides
Sun, bike, aquatics, air quality, pedestrian safety	(B) Perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety	GO Fitness Activities and Fitness Challenge

**12: Social and emotional health – personal responsibility and self-management.**

**The physically literate student demonstrates competency in personal responsibility.**

Personal responsibility and self-management	(A) Explain the importance of and accept responsibility for personal actions that affect self and others during game situations and sports	SEL Activities and Teacher Slides (Responsible Decision Making)
Personal responsibility and self-management	(B) Explain the importance of and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games	SEL Activities and Teacher Slides (Social Awareness)
Personal responsibility and self-management	(C) Apply self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports	SEL Activities and Teacher Slides (Self Management)

**13: Social and emotional health – resolving conflict and social interaction.**

**The physically literate student demonstrates competency in resolving conflict and social interaction.**

Conflict resolution	(A) Discuss the importance of and resolve conflict without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding	SEL Activities and Teacher Slides (Relationship Skills)
Social Interaction	(B) Explain and demonstrate effective communication to enhance healthy interactions while settling disagreements	SEL Activities and Teacher Slides (Relationship Skills)
Social Interaction	(C) Demonstrate empathy and mutual respect for the feelings of others	SEL Activities and Teacher Slides (Self Awareness)

**14: Social and emotional health – perseverance.**

**The physically literate student perseveres while addressing challenges.**

Perseverance and accepting challenges	(A) Discuss the importance of accepting individual challenges and demonstrate self-management skills to persevere in a positive manner during game situations and sports	SEL Activities and Teacher Slides (Self Management)
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**15: Social and emotional health – accepting and providing constructive feedback.**

**The physically literate student accepts and provides constructive feedback.**

Accepting and providing constructive feedback	(A) Analyze feedback to make appropriate changes to improve performance	SEL Activities and Assessments
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**16: Lifetime wellness – application of lifetime wellness.**

**The physically literate student identifies the value and lifetime wellness.**

Values and engages in physical activity	(A) Develop a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	GO Fitness , GO Activities, and Teacher Slides
Values and engages in physical activity	(B) Describe how participation in a variety of physical activities builds confidence and increases personal enjoyment	GO Fitness , GO Activities, and Teacher Slides

## PE Alignment to TEKS Learning Outcomes (6th Grade)



Topic	Strand / Standard	CATCH Activities
<b>1: Movement patterns and movements skills - locomotor skills</b>		
<b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Hopping, galloping, running, sliding, skipping, and leaping	(A) Combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities	Locomotor Task Cards, Home Base, Fitness Tag, Meet Me in the Middle, Barkers Hoopla, Tail Tag
Jumping and landing	(B) Apply correct jumping and landing technique during dynamic activities, game, situations, and sports	10 Second Fitness, Team Run and Jump, Partner Long Jump
<b>2: Movement patterns and movement skills - non locomotor skills</b>		
<b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Balance and weight transfer	(A) Move between positions with controlled balance during dynamic activities, game situations, and sports	Poker Fitness, Glue & Stretch, Fitness Flexibility Stations, Follow & Flex, Mirror, Mirror, Group KNot Tying, Mat Challenges
Bending, stretching, twisting, and curling	(B) Demonstrate proper body positioning proficiency and footwork and perform offensive and defensive skills during dynamic activities game situation and sports	The Defender, Control Ball, Move it Out, Dodge the Defender
<b>3: Movement patterns and movement skills – manipulative skills.</b>		
<b>The physically literate student demonstrates competency in developmentally appropriate manipulative skills.</b>		
Throwing	(A) Apply correct throwing techniques with distance, power, and accuracy while both partners are moving during dynamic activities, game situations and sports	Softball Step Back, Go Long, Random Grid Passing, Passing Challenges,
Catching	(B) Demonstrate correct catching technique from different levels and trajectories with a variety of objects	Five-Catch Keep Away, Grandome Grid Passing, Softball Slide and Move, Teamwork Softball
Hand dribbling	(C) Apply offensive and defensive patterns in game strategies while hand dribbling	Break Away, They Shoot They Score, Pivot Pass and Shoot
Foot dribbling	(D) Apply offensive and defensive foot dribbling strategies during game situations and sports	Trap & Go, Kick Away, Maniac, All Run Soccer
Kicking/punting	(E) Apply correct technique in kicking and punting with control, distance, and accuracy during game situations and sports	Pins Down, Kick and Stick, California 4-Down Football

Volleying	(F) Apply correct technique in volleying with both control and accuracy during game situations and sports	Hoop Serve, Ball Set, Circle Keep-It Up (volleyball) Singles, No-Racket Tennis, Wrist Flip
Striking	(G) Apply correct technique when striking an object with speed, accuracy, force, and distance during game situations and sports	Service Anyone? (tennis & badminton) Hoop Serve (volleyball) One...and...Two, Chip Shot, Pitch Shot, Relay Golf
Jumping rope	(H) Create and perform a jump rope routine using a variety of skills that require agility, speed, and endurance	Outta Here, Follow Me, Jump the Circuit, GO for Health Jump Rope Challenge

**4: Movement patterns and movement skills – spatial and body awareness.**

**The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speeds, direction and force.**

Spatial awareness	(A) Execute the appropriate use of open space and closing space during dynamic activities, games, and sports	Dodge the Defenders, Rocket Runner, The Defender, Ultimate Game, One on One Showdown, Get It and GO
Pathways, shapes, and levels	(B) Execute the appropriate use of speed, direction, and force with or without an implement during dynamic activities, games and sports	One...and...Two, Chip Shot, Pitch Shot, Relay Golf, Super Stick Handling (Floor Hockey) Singles & Doubles (Badminton)

**5: Movement patterns and movement skills – rhythmic activities.**

**The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.**

Rhythms	(A) Perform rhythmic routines with advanced steps and movement patterns with a partner	Scatter Square Dance, Hey Baby, Touch A Hand, Exercise My Way, Catch the Rhythm
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**6: Performance strategies – games and activities.**

**The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games.**

Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(A) Apply offensive and defensive strategies used in net or wall invasion, target, striking, and fielding games and sports	Ultimate Game, Dragon Tail, Everybody's It, Movement Changes, Outta Here, Rocket Runner, Dodge the Defender
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(B) Apply combinations or sequences of game skills to achieve individuals or team goals	Control Ball, Move it Out, Gotcha, Make it Take It, Ultimate Game, Time to Tackle, Get it and Go, Maniac, Cooperative Team Handball
Rules/Terminology	(C) Demonstrate self-responsibility and appropriate sporting behavior in game situations and sports	Use Teachers Slides for each GO Activity

**7: Performance strategies – outdoor and recreational pursuits.**

**The physically literate student demonstrates competency in outdoor and recreational pursuits.**

Outdoor and adventure skills	Demonstrate a variety of correct techniques for outdoor recreational skills, activities, and games	Archery, CATCH Geography Mileage Challenge, Cross Country Jogging
<b>8: Health, physical activity, and fitness – fitness principles.</b>		
<b>The physically literate student demonstrates and recognizes a health enhancing, physically-active lifestyle.</b>		
Fitness principles	(A) Analyze the long-term benefits of moderate to vigorous physical activity on overall health and wellness	GO Fitness Activities and Fitness Principals Teaching Slides
Fitness principles	(B) Apply basic frequency, intensity, time and type (FITT) principle in a variety of aerobic and anaerobic activities	GO Fitness Activities and Fitness Principals Teaching Slides
Fitness principles	(C) Apply health-related and skill-related fitness components and explain how each component impacts personal fitness	GO Fitness Activities and Fitness Principals Teaching Slides
<b>9: Health, physical activity, and fitness – analyze data.</b>		
<b>The physically literate student demonstrates competency in the ability to analyze data used during fitness performance.</b>		
Analyze data (performance goals)	(A) Create a collaborative physical fitness plan to target areas for improvement in health-related fitness	Go Fitness Challenges, 20 Second Fitness
Analyze data (performance goals)	(B) Monitor and evaluate personal fitness goals and make appropriate changes for improvement	Fitness Trek
<b>10: Health, physical activity, and fitness – nutrition and hydration.</b>		
<b>The physically literate student recognizes the correlation between nutrition, hydration, and physical activity.</b>		
Correlation between food and energy	(A) Evaluate healthy food choices that show a balanced daily intake of macronutrients to enhance physical performance	Nutrition Teacher Slides & GSW Activities
Hydration	(B) Analyze and determine the appropriate times to consume traditional sports drinks that have the appropriate carbohydrate and sodium content	Nutrition Teacher Slides & GSW Activities
<b>11: Health, physical activity, and fitness – environmental awareness and safety practices.</b>		
<b>The physically literate student demonstrates competency in environmental awareness and understands safety practices.</b>		
Proper attire and equipment safety	(A) Perform without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports	GO Fitness Activities and Physical Activity Slides

Sun, bike, aquatics, air quality, pedestrian safety	(B) Perform without cue, the correct safety precautions including water, sun, cycling, skating, and scooter safety	GO Fitness Activities and Fitness Challenge
<b>12: Social and emotional health – personal responsibility and self-management.</b> The physically literate student demonstrates competency in personal responsibility.		
Personal responsibility and self-management	(A) Discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports	SEL Activities and Teacher Slides (Social Awareness)
Personal responsibility and self-management	(B) Analyze self-management skills to demonstrate self-control of impulses and emotions without cue, during game situations and sports	SEL Activities and Teacher Slides (Self Management)
<b>13: Social and emotional health – resolving conflict and social interaction.</b> The physically literate student demonstrates competency in resolving conflict and social interaction.		
Conflict resolution	(A) Discuss the importance of and resolve conflict, without cue, in socially acceptable ways and respond to winning and losing with dignity and understanding	SEL Activities and Teacher Slides (Relationship Skills)
Social Interaction	(B) Communicate effectively to enhance healthy interactions while settling disagreements	SEL Activities and Teacher Slides (Relationship Skills)
Social Interaction	(C) Demonstrate empathy and mutual respect for the feelings of others	SEL Activities and Teacher Slides (Self Awareness)
<b>14: Social and emotional health – perseverance.</b> The physically literate student perseveres while addressing challenges.		
Perseverance and accepting challenges	(A) Develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties, during game situations and sports	SEL Activities and Teacher Slides (Self Management)
<b>15: Social and emotional health – accepting and providing constructive feedback.</b> The physically literate student accepts and provides constructive feedback.		
Accepting and providing constructive feedback	(A) Provide constructive feedback to peers following teacher guidelines to improve performance	SEL Activities and Assessments
<b>16: Lifetime wellness – application of lifetime wellness.</b> The physically literate student identifies the value and lifetime wellness.		



Values and engages in physical activity	(A) Implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	GO Fitness , GO Activities, and Teacher Slides
Values and engages in physical activity	(B) Evaluate self-selected physical activities for personal enjoyment	GO Fitness , GO Activities, and Teacher Slides

# PE Alignment to TEKS Learning Outcomes (7th/8th Grade)



Topic	Strand / Standard	CATCH Activities
<b>1: Movement patterns and movements skills - locomotor skills</b>		
<b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Hopping, galloping, running, sliding, skipping, and leaping	(A) Combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities	Locomotor Task Cards, Home Base, Fitness Tag, Meet Me in the Middle, Barkers Hoopla, Tail Tag
Jumping and landing	(B) Combine correct jumping and landing technique during dynamic activities, game situations, and sports	10 Second Fitness, Team Run and Jump, Partner Long Jump
<b>2: Movement patterns and movement skills - non locomotor skills</b>		
<b>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</b>		
Balance and weight transfer	(A) Combine and apply balance with control during dynamic activities, game situations, and sports	Poker Fitness, Glue & Stretch, Fitness Flexibility Stations, Follow & Flex, Mirror, Mirror, Group KNot Tying, Mat Challenges
Bending, stretching, twisting, and curling	(B) Demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports	The Defender, Control Ball, Move it Out, Dodge the Defender
<b>3: Movement patterns and movement skills – manipulative skills.</b>		
<b>The physically literate student demonstrates competency in developmentally appropriate manipulative skills.</b>		
Throwing	(A) Combine appropriate throwing techniques during game situations and sports	Softball Step Back, Go Long, Random Grid Passing, Passing Challenges,
Catching	(B) Apply appropriate catching techniques from different levels and trajectories with an implement during game situation and sports	Five-Catch Keep Away, Grandome Grid Passing, Softball Slide and Move, Teamwork Softball
Hand dribbling	(C) Apply offensive and defensive foot dribbling strategies during game situations and sports	Break Away, They Shoot They Score, Pivot Pass and Shoot
Foot dribbling	(D) Apply offensive and defensive foot dribbling strategies during game situations and sports	Trap & Go, Kick Away, Maniac, All Run Soccer

Kicking/punting	(E) Apply correct technique in kicking and punting with control, distance, and accuracy during game situations and sports	Pins Down, Kick and Stick, California 4-Down Football
Volleying	(F) Apply correct technique in volleying with both control and accuracy during a game situations and sports	Hoop Serve, Ball Set, Circle Keep-It Up (volleyball) Singles, No-Racket Tennis, Wrist Flip
Striking	(G) Apply correct techniques when striking an object with speed, accuracy, force, and distance during game situations and sports	Service Anyone? (tennis & badminton) Hoop Serve (volleyball) One...and...Two, Chip Shot, Pitch Shot, Relay Golf
Jumping rope	(H) Create and perform a jump rope routine using a variety of skills that require agility speed and endurance	Outta Here, Follow Me, Jump the Circuit, GO for Health Jump Rope Challenge
<b>4: Movement patterns and movement skills – spatial and body awareness.</b>		
<b>The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speeds, direction and force.</b>		
Spatial awareness	(A) Perform without cue, the appropriate use of open space and closing space during dynamic activities, games, and sports	Dodge the Defenders, Rocket Runner, The Defender, Ultimate Game, One on One Showdown, Get It and GO
Pathways, shapes, and levels	(B) Perform without cue, the appropriate speed, direction, and force with or without an implement during dynamic activities, games, and sports	One...and...Two, Chip Shot, Pitch Shot, Relay Golf, Super Stick Handling (Floor Hockey) Singles & Doubles (Badminton)
<b>5: Movement patterns and movement skills – rhythmic activities.</b>		
<b>The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations.</b>		
Rhythms	(A) Create and perform with a small group a rhythmic routine with varying tempos using advanced steps and movement patterns	Scatter Square Dance, Hey Baby, Touch A Hand, Exercise My Way, Catch the Rhythm
<b>6: Performance strategies – games and activities.</b>		
<b>The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games.</b>		
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(A) Perform without cue, offensive and defensive strategies used in net or wall invasion, target, striking, and fielding games and sports	Ultimate Game, Dragon Tail, Everybody's It, Movement Changes, Outta Here, Rocket Runner, Dodge the Defender
Strategies, tactics, practice, and performance: invasion, target, net/wall, fielding, striking, and cooperative games	(B) Perform without cue, combinations or sequences of game skills to achieve individual or team goals	Control Ball, Move it Out, Gotcha, Make it Take It, Ultimate Game, Time to Tackle, Get it and Go, Maniac, Cooperative Team Handball
Rules/Terminology	(C) Follow rules, demonstrate appropriate sporting behavior, self-officiate, and respect consequences for the game being played without cue	Use Teachers Slides for each GO Activity

**7: Performance strategies – outdoor and recreational pursuits.**

**The physically literate student demonstrates competency in outdoor and recreational pursuits.**

Outdoor and adventure skills	(A) Engage in a variety of self-selected outdoor recreational activities and games	Archery, CATCH Geography Mileage Challenge, Cross Country Jogging
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**8: Health, physical activity, and fitness – fitness principles.**

**The physically literate student demonstrates and recognizes a health enhancing, physically-active lifestyle.**

Fitness principles	(A) Analyze the long-term benefits of moderate to vigorous physical activity on overall health and wellness	GO Fitness Activities and Fitness Principals Teaching Slides
Fitness principles	(B) Apply basic frequency, intensity, time, and type (FITT) principle in a variety of aerobic and anaerobic activities	GO Fitness Activities and Fitness Principals Teaching Slides
Fitness principles	(C) Apply health-related and skill-related fitness components and explain how each component impacts personal fitness	GO Fitness Activities and Fitness Principals Teaching Slides

**9: Health, physical activity, and fitness – analyze data.**

**The physically literate student demonstrates competency in the ability to analyze data used during fitness performance.**

Analyze data (performance goals)	(A) Create and implement a personal physical fitness plan and analyze the results of effectiveness	Go Fitness Challenges, 20 Second Fitness
Analyze data (performance goals)	(B) Evaluate personal fitness goals and make appropriate change for improvement	Fitness Trek

**10: Health, physical activity, and fitness – nutrition and hydration.**

**The physically literate student recognizes the correlation between nutrition, hydration, and physical activity.**

Correlation between food and energy	(A) Develop a healthy food choice plan that enhances physical performance	Nutrition Teacher Slides & GSW Activities
Hydration	(B) Determine hydration needs without cue, based on physical performance and environmental factors	Nutrition Teacher Slides & GSW Activities

**11: Health, physical activity, and fitness – environmental awareness and safety practices.**

**The physically literate student demonstrates competency in environmental awareness and understands safety practices.**

Proper attire and equipment safety	(A) Perform without cue, the selection of proper attire and safety equipment that promote safe participating and prevent injury in dynamic activities, games, and sports	GO Fitness Activities and Physical Activity Slides
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Sun, bike, aquatics, air quality, pedestrian safety	(B) Perform, without cue, the correct safety precautions including pedestrian, water, sun, cycling, skating, and scooter safety	GO Fitness Activities and Fitness Challenge
<b>12: Social and emotional health – personal responsibility and self-management.</b> The physically literate student demonstrates competency in personal responsibility.		
Personal responsibility and self-management	(A) Discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports	SEL Activities and Teacher Slides (Social Awareness)
Personal responsibility and self-management	(B) Evaluate self-management skills to demonstrate self-control of impulses and emotions without cue, during game situations, and sports	SEL Activities and Teacher Slides (Self Management)
<b>13: Social and emotional health – resolving conflict and social interaction.</b> The physically literate student demonstrates competency in resolving conflict and social interaction.		
Conflict resolution	(A) Discuss the importance of and resolve conflict without cue, in socially acceptable ways, and respond to winning and losing with dignity	SEL Activities and Teacher Slides (Relationship Skills)
Social Interaction	(B) Communicate effectively to enhance healthy interactions while settling disagreements	SEL Activities and Teacher Slides (Relationship Skills)
Social Interaction	(C) Demonstrate empathy and mutual respect for the feelings of others	SEL Activities and Teacher Slides (Self Awareness)
<b>14: Social and emotional health – perseverance.</b> The physically literate student perseveres while addressing challenges.		
Perseverance and accepting challenges	(A) Develop and apply a plan of action and made effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports	SEL Activities and Teacher Slides (Self Management)
<b>15: Social and emotional health – accepting and providing constructive feedback.</b> The physically literate student accepts and provides constructive feedback.		
Accepting and providing constructive feedback	(A) Provide constructive feedback to peers using a positive tone to improve performance	SEL Activities and Assessments
<b>16: Lifetime wellness – application of lifetime wellness.</b> The physically literate student identifies the value and lifetime wellness.		

Values and engages in physical activity	(A) Implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	GO Fitness , GO Activities, and Teacher Slides
Values and engages in physical activity	(B) Participate in self-selected physical activities for personal enjoyment	GO Fitness , GO Activities, and Teacher Slides