

**TExES® Physical Education EC–12
 Curriculum Crosswalk**

Required Course Numbers											
Test Content Categories											
Domain I – Movement Skills and Knowledge											
Competency 001: <i>The teacher understands and applies principles of motor development and motor learning.</i>											
A. Demonstrates knowledge of principles and stages of motor development.											
B. Knows motor learning principles, processes and concepts (e.g., positive transfer of learning, practice, feedback, observational learning) and uses this knowledge to promote students’ acquisition and refinement of motor skills.											
C. Demonstrates knowledge of principles and components of perceptual-motor development (e.g., body awareness; auditory, visual and kinesthetic discrimination) and their relationship to motor performance.											
D. Analyzes the impact of various factors (e.g., social, emotional, environmental, health) on motor development and relates developmental changes to motor performance.											

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E. Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance and providing positive corrective feedback.											
Competency 002: <i>The teacher understands principles and practices for developing, combining and integrating motor skills.</i>											
A. Recognizes characteristics and elements of locomotor, nonlocomotor, body control, manipulative and rhythmic skills.											
B. Demonstrates knowledge of characteristics and elements of manipulative skills (e.g., kick, strike, dribble) and mature motor patterns (e.g., throw, jump).											
C. Demonstrates knowledge of activities, strategies, safety practices and equipment for promoting students' development of locomotor, nonlocomotor, body control, manipulative and rhythmic skills (e.g., animal walks, partner activities, chase and flee games).											
D. Knows how to select and use developmentally appropriate techniques and activities to promote students' integration and refinement of locomotor, nonlocomotor, body control, manipulative and rhythmic skills.											
E. Recognizes and analyzes key elements in combinations of motor skills, demonstrations of agility and balance and dance steps and sequences (e.g., pivot and throw; movement sequences that combine traveling, rolling, balancing and weight transfer).											

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F. Demonstrates knowledge of techniques and activities for refining and improving motor skills in games, sports and dance activities and for adjusting movements, techniques and tactics based on feedback and critical evaluation (e.g., kinesthetic feedback, verbal cues, videotaped analysis).											
Competency 003: <i>The teacher understands and applies knowledge of movement concepts and biomechanical principles.</i>											
A. Applies knowledge of movement concepts related to time, space, direction, level, force and flow and kinesthetic awareness concepts such as direction (e.g., backward, forward, changes in direction) and relationships to objects (e.g., over, under, behind, through).											
B. Relates biomechanical principles (e.g., center of gravity, inertia, stability, balance, force projection and absorption, buoyancy, acceleration) to various movement activities.											
C. Identifies techniques and activities for promoting students' understanding and application of movement concepts and biomechanical principles (e.g., moving in pathways or at different levels, adjusting throw using principles of rotation and force application).											
D. Knows how to use movement concepts and biomechanical principles to analyze movement skills, promote the acquisition and refinement of specific movements and sports skills, improve body mechanics for safe and efficient movement and appreciate the aesthetics of creative and skilled movement.											

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E. Recognizes and analyzes similar movement concepts and elements in various movement patterns and sports skills.											
Competency 004: <i>The teacher understands and applies knowledge of individual, dual and team sports and activities.</i>											
A. Demonstrates knowledge of techniques, skills progressions, conditioning programs, rules, safety practices, offensive and defensive strategies and types and uses of equipment for individual, dual and team sports and activities (e.g., golf, archery, combatives, racquet activities, volleyball, basketball, softball, soccer, flag football, speed-away, disc sports, team handball, field hockey).											
B. Analyzes the importance of rules, discipline, etiquette, teamwork and appropriate participant and spectator behavior in individual, dual and team sports and activities.											
C. Knows key elements of successful performance in individual, dual and team sports and activities and strategies for improving students' performance, teamwork and skill combinations.											
D. Applies knowledge of principles and techniques for selecting, adapting and modifying sports activities to improve performance, promote the use of combinations of motor skills and provide practice in specific sports skills in gamelike situations.											

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Competency 005: <i>The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.</i>											
A. Demonstrates knowledge of techniques, sequences, skills, steps, conditioning programs, safety practices and types and uses of equipment for creative movement, dance and personal performance activities (e.g., folk, square, ethnic, jazz, modern, social and aerobic dance; circus arts).											
B. Demonstrates knowledge of strategies, techniques, skills progressions, conditioning programs and types and uses of equipment for recreational activities and outdoor pursuits (e.g., walking, jogging, aquatics, bowling, cycling, inline skating, orienteering, hiking).											
C. Analyzes the importance of rules, discipline, cooperation, etiquette and safety practices in personal performance and other activities.											
D. Applies knowledge of issues and procedures (e.g., supervision; transitions; logistics related to the use of facilities, outdoor spaces, materials, staff and technology) involved in engaging students in personal performance activities, fitness and outdoor activities and nontraditional and cooperative games.											

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E. Applies knowledge of principles and procedures for selecting, adapting and modifying activities and games based on student characteristics, instructional goals, skill levels, range of individual variation and exceptional needs.											
Domain II — Health-Related Physical Fitness											
<i>Competency 006: The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.</i>											
A. Demonstrates knowledge of the principles and benefits of a physically active lifestyle and ways to provide students with learning opportunities that promote participation in and enjoyment of physical activities.											
B. Demonstrates knowledge of the structures, functions, components and actions of major body systems and how various body systems produce movement, adapt to physical activity and contribute to fitness.											
C. Analyzes the physiological effects of moderate and vigorous physical activity during and after exercise and knows the risks associated with inactivity and the health benefits of regular participation in physical activity (e.g., decreased risk of illness, lowered resting heart rate).											

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D. Applies knowledge of the basic components of health-related fitness (i.e., cardiovascular endurance, muscular strength and endurance, flexibility and body composition) and their significance in relation to physical activity, health and fitness.											
E. Demonstrates an understanding of basic principles of physical fitness training (e.g., frequency, intensity, type, duration, progressive overload, specificity), and knows principles and benefits of warm-up and cool-down exercise procedures.											
F. Analyzes individual variation in levels of health and fitness and knows principles and techniques for designing, implementing and maintaining individualized health and fitness plans (e.g., setting realistic short-term goals, evaluating and selecting activities to achieve goals).											
G. Knows how to promote students' ability to assess their own fitness levels, interests and skill levels in order to encourage participation in lifelong physical activity.											
Competency 007: <i>The teacher understands principles and activities for developing and maintaining cardiovascular endurance.</i>											
A. Demonstrates knowledge of principles, skills, exercises and physiological processes involved in aerobic conditioning.											
B. Evaluates and selects appropriate cardiovascular endurance activities for various developmental levels and purposes.											

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C. Demonstrates knowledge of techniques for monitoring intensity, duration and endurance levels during aerobic activities (e.g., perceived exertion, heart rate monitor).											
D. Applies knowledge of techniques for student self-assessment of cardio-respiratory health and fitness (e.g., frequent monitoring of pulse rate to reach and maintain target heart rate for an appropriate amount of time).											
E. Analyzes potential health risks involved in cardiovascular endurance training (e.g., effects of environmental conditions on circulatory and respiratory systems) and knows risk reduction techniques.											
F. Applies knowledge of anatomy, kinesiology and physiological principles to design, adapt and modify activities that promote cardiovascular endurance.											
Competency 008: <i>The teacher understands principles and activities for developing and maintaining flexibility, posture and muscular strength and endurance.</i>											
A. Demonstrates knowledge of principles, skills, exercises and proper form for promoting strength and endurance of the muscles of the abdomen, lower back, upper body, trunk and legs.											
B. Demonstrates knowledge of principles, skills, exercises and proper form for promoting good posture and flexibility of major joints and areas of the body (e.g., hip, lower back, shoulder, neck, ankle, knee, trunk).											

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C. Demonstrates knowledge of procedures for evaluating muscular strength and endurance and flexibility.											
D. Applies knowledge of anatomy, kinesiology and physiological principles to design, adapt, modify, evaluate and select appropriate activities for improving muscular strength and endurance (e.g., body support activities, free weights, jumping rope), flexibility and posture.											
E. Applies knowledge of principles, safety practices and equipment for progressive-resistance exercise (e.g., partner-resistance exercises, weight training, circuit training).											
F. Knows how to determine appropriate intensity, duration and frequency of training.											
G. Evaluates the safety and effectiveness of various exercises and types of training for promoting muscular strength and endurance, flexibility and good posture, including contraindicated exercises and body positions.											
Competency 009: <i>The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management, and analyses ways in which personal behaviors influence health and wellness.</i>											
A. Demonstrates knowledge of basic principles of nutrition and weight management and ways in which diet and exercise patterns affect physical performance and personal health and well-being.											

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B. Knows principles and techniques for evaluating body composition and identifies appropriate activities and strategies for developing and maintaining a healthy body composition.											
C. Analyzes the effects of various factors (e.g., rest, nutrition, tobacco use, alcohol use, heredity) on physical performance and on health and demonstrates knowledge of techniques and principles for evaluating personal health-risk factors.											
D. Applies knowledge of positive health behaviors and strategies for promoting students' understanding of relationships between behavior choices and personal health.											
E. Knows the effects of stress on the body, techniques for managing stress and the physiological and psychological benefits of stress management.											
F. Demonstrates knowledge of common student misconceptions and faulty practices related to physical activity, health, exercise and diet and knows how to educate students about these misconceptions and faulty practices.											
G. Knows how to evaluate information related to health and fitness products, programs, facilities and services (e.g., fitness and sports equipment, weight control products and programs, fitness facilities).											

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Domain III – The Physical Education Program											
Competency 010: <i>The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.</i>											
A. Demonstrates knowledge of how students differ in their approaches to learning and physical performance and uses this knowledge to provide equitable and appropriate instruction that draws upon student strengths as a basis for growth.											
B. Knows how to design and implement instruction that is based on the Texas Essential Knowledge and Skills (TEKS) for physical education and that is safe, achieves goals and ensures student progress, motivation and safety.											
C. Knows how to use a variety of instructional models, strategies, materials and technologies to address specific purposes, objectives, learning needs and program goals.											
D. Applies knowledge of contemporary physical education models and best practice guidelines to plan and implement learning opportunities that are appropriate for students' developmental characteristics and needs.											

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E. Knows how to create, modify and adapt physical education activities, games, rules, equipment and settings to ensure that all students have an equal opportunity to participate, learn, be successful and enjoy physical activity.											
F. Knows how to provide appropriate verbal and nonverbal teaching cues and positive feedback to students in physical education settings and how to communicate to students the importance of physical activity, health and fitness.											
G. Demonstrates an understanding of the characteristics, advantages, limitations and applications of assessment methods used in physical education (e.g., observational checklist, performance assessment, physical fitness test, journal, peer coaching) and knows how to select, construct, adapt and implement assessments for various purposes.											
H. Knows how to use available technology to analyze student progress, fitness and performance.											
I. Applies skills for interpreting student performance and fitness data and skills for using data to analyze progress, provide feedback about strengths and areas of need and recommend prescriptive exercise.											

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Competency 011: <i>The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).</i>											
A. Analyzes ways in which developmental and other factors (e.g., peers; media messages; cultural background; community settings; family circumstances; expectations related to gender, body image and skill level) influence student attitudes toward and engagement in physical activity.											
B. Demonstrates knowledge of strategies for motivating and encouraging students to participate in lifelong physical activity and for helping students become self-motivated.											
C. Identifies principles, benefits and limitations of various classroom management approaches in physical activity settings and knows techniques for organizing, allocating, scheduling and managing resources in the physical education environment to provide active and equitable learning experiences.											
D. Demonstrates knowledge of strategies for creating a positive climate for individual and group activities and for organizing and managing heterogeneous physical education classes in ways that promote positive interactions and active engagement in learning by all students.											

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E. Analyzes how participation in physical education activities (e.g., games, dance, outdoor pursuits, sports) can promote students' development of positive personal traits and abilities (e.g., confidence, fairness, respect for diversity, conflict management).											
F. Analyzes how participation in physical education activities (e.g., games, dance, outdoor pursuits, sports) can promote students' development of positive social behaviors and traits (e.g., turn taking, treating opponents with respect, teamwork, leadership, loyalty).											
G. Applies knowledge of methods for promoting students' development of self-management skills in relation to physical activity and health-related lifestyle decisions (e.g., self-assessment; self-monitoring; responsibility; self-control; perseverance; the ability to manage success, failure and challenge).											
H. Demonstrates knowledge of principles and techniques for promoting students' goal-setting, analysis, problem-solving and decision-making skills in physical education contexts.											
Competency 012: <i>The teacher understands the structure, organization, goals and purposes of physical education programs.</i>											
A. Demonstrates knowledge of the structure, organization, goals and purposes of physical education programs.											

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B. Analyzes philosophies, trends and issues in physical education and their effects on the goals, scope and components of physical education programs.											
C. Demonstrates knowledge of characteristics of an effective physical education program and important state and national initiatives that influence physical education content and practices.											
D. Applies knowledge of principles and techniques for evaluating the effectiveness of the physical education program and for adapting and modifying practices and programs based on reflection, assessment data, observation of students and program evaluation results.											
E. Demonstrates knowledge of strategies for advocating for physical education and for identifying and publicizing opportunities and resources for physical activity in the school and community (e.g., after-school programs, recreation departments, parks, pools, health clubs).											
F. Understands relationships between physical education and other subject areas and knows strategies for integrating physical education concepts across the curriculum.											

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Competency 013: <i>The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid and risk management.</i>											
A. Applies knowledge of legal and ethical issues and responsibilities relevant to physical education (e.g., confidentiality, supervision, standard of care, professional liability, negligence).											
B. Demonstrates knowledge of state and federal laws and guidelines regarding student rights and teacher responsibilities in physical education contexts (e.g., in relation to gender equity, inclusion and privacy).											
C. Demonstrates an understanding of the development and use of safety rules, risk-management plans, emergency plans and injury reports.											
D. Demonstrates knowledge of inherent risks, physical and environmental dangers (e.g., heat, wind), potential safety hazards and potential liabilities associated with participation in physical activities and techniques for informing students, families and staff of potential risks.											
E. Demonstrates an understanding of methods for minimizing risk and liability (e.g., routine inspections of facilities and equipment) and for ensuring the safety of participants in games, sports and other physical activities (e.g., matching participants according to characteristics such as age, maturity, physical size, skill and experience).											

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F. Demonstrates knowledge of injury prevention techniques and of first aid, cardiopulmonary resuscitation (CPR) and emergency procedures.											