

**Texas Essential Knowledge & Skills
(TEKS) – EPISD Bundles**

**EPISD Benchmarks for
Identified TEKS
Each student will:**

Benchmark Rubrics:

3 =MASTERED

2 = DEVELOPING

1 = INTRODUCED

Kindergarten

<p>K.1 Movement: The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (C) demonstrate non-locomotor (axial) movements such as bend and stretch; (D) maintain balance while bearing weight on a variety of body parts; (E) walk forward and sideways the length of a beam without falling;</p>	<p>Demonstrates four non-locomotor movements, including balancing, twisting, bending and stretching.</p>	<p>BMK.1 Student will demonstrate a one foot balance on each foot for five seconds.</p>
<p>K.1 Movement: The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (A) travel in different ways in a large group without bumping into others or falling; (B) demonstrate clear contrasts between slow and fast movement when traveling; (F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of; (G) roll sideways (right or left) without hesitating</p>	<p>Demonstrates a variety of locomotor and combination skills in movement patterns, including movements with slow and fast tempos and using pathways, levels, and directionality</p>	<p>BMK.2 Student will demonstrate a locomotor movement using fast and slow tempos.</p>
<p>K.1 Movement: The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (H) toss a ball and catch it before it bounces twice.</p>	<p>Demonstrates the emerging skills of catching and kicking.</p>	<p>BMK.3 Student will demonstrate bouncing and catching with control, eyes on the ball and catching it with two hands.</p>
<p>K.2 Movement: The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: (A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; and (B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.</p>	<p>Understands the concepts</p>	<p>BMK.4 - Student will demonstrate locomotor movements using directionality, jumping forwards and backwards, sliding right and left and galloping in a circle.</p>
<p>K.3 Physical activity and health: The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to: (C) participate in appropriate exercises for shoulders, legs and trunk (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping</p>	<p>Demonstrates flexibility, strength, and endurance in a variety of muscle groups through exercise and other activities.</p>	<p>BMK.5 Student will demonstrate flexibility of the hamstrings with a toe touch stretch in a sitting position with both legs straight.</p>
<p>K.3 Physical activity and health: The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to: (A)describe and select physical activities that provide opportunities for enjoyment and challenge (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p>	<p>Sustains moderate to vigorous physical activity for short amount of times.</p>	<p>BMK.6 Student will participate in a structured moderate to vigorous physical activity for ten minutes.</p>

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<p>K.5 Physical activity and health: The student understands safety practices associated with physical activity and space. The student is expected to: (A) use equipment and space properly (C) explain how proper shoes and clothing promotes safe play and prevent injury</p>		
<p>K.3 Physical activity and health: The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to: (E) describe the benefits from involvement in daily physical activity such as feel better and sleep better.</p> <p>K.4 Physical activity and health: The student knows the benefits from being involved in daily physical activity and factors that affect physical performance The student is expected to: (A) observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration</p> <p>K.5 Physical activity and health: The student understands safety practices associated with physical activity and space. The student is expected to: (B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity (E) explain appropriate reactions during emergencies in physical activities</p>	<p>Identifies the physiological signs of moderate physical activity.</p>	<p>BMK.7 Student will identify physiological effects during moderate physical activity such as, increased heart rate and respiration, and sweating.</p>
<p>K.4 Physical activity and health: The student knows the benefits from being involved in daily physical activity and factors that affect physical performance The student is expected to: (B) locate the lungs and explain their purpose</p> <p>K.5 Physical activity and health: The student understands safety practices associated with physical activity and space. The student is expected to: (D) explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard</p>	<p>Recognizes two appropriate sites on the body to monitor heart rate, the location of the lungs, and explains their purpose.</p>	<p>BMK.8 Student will identify the carotid artery to monitor heart rate.</p>
<p>K.3 Physical activity and health: The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to: (E) describe the benefits from involvement in daily physical activity such as feel better and sleep better</p>	<p>Understands the connection between physical activity, nutrition, sleep/rest, and heart health.</p>	<p>BMK.9 – Student will identify examples of healthy living, such as healthy eating, exercising, getting enough sleep and not smoking.</p>

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<p>K.4 Physical activity and health: The student knows the benefits from being involved in daily physical activity and factors that affect physical performance The student is expected to: (C) state that rest and sleep are important in caring for the body</p>		
<p>K.7 Social Development: The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (B) work in a group setting in cooperation with others</p>	<p>Works in a group setting without interfering with others.</p>	<p>BMK.10 Student will demonstrate positive character traits during activity by sharing, working with others, playing fairly, and being respectful and responsible.</p>
<p>K.6 Social Development: The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to: (A) respond appropriately to starting and stopping signals (B) demonstrate the ability to play within boundaries during games and activities</p> <p>K.7 Social Development The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (A) follow rules, procedures, and safe practices</p>	<p>Recognizes that games have rules.</p>	<p>BMK.11 Student will demonstrate spatial awareness, safe use of equipment, boundaries and start and stop signal in a game/ activity.</p>
<p>K.7 Social Development The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (C) share space and equipment with others</p>	<p>Demonstrates the ability to work alone or in a small group without direct adult supervision.</p>	<p>BMK.12 Student will demonstrate the ability to cooperate, work well with others, take turns and share in a small group setting.</p>

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First Grade

<p>1.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (A) demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low; (F) create and imitate movement in response to selected rhythms</p>	<p>Responds to a variety of commands when using different combinations of shapes, levels, pathways, directions, and speed.</p>	<p>BM1.1 Student will respond to verbal commands relating to movement, such as starting and stopping signals, changing directions and changing tempo.</p>
<p>1.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (B) demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding</p>	<p>Identifies the basic elements of locomotor and non-locomotor skills.</p>	<p>BM1.2 Student will demonstrate one locomotor and one non-locomotor skills.</p>
<p>1.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (H) demonstrate on cue key elements in overhand throw, underhand throw, and catch</p>	<p>Performs a variety of skills with a stationary and rolling ball.</p>	<p>BM1.3 Student will demonstrate repeated kicking and stopping a rolling ball against a wall ten feet with control.</p>
<p>1.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (C) demonstrate control in balancing and traveling activities; (D) demonstrate the ability to work with a partner such as leading and following; (G) jump a long rope</p>	<p>Demonstrates the ability to change direction and speed.</p>	<p>BM1.4 Student will demonstrate the ability to change directions and speed during a fleeing and tagging game.</p>
<p>1.2 Movement: The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: (A) recognize that motor skill development requires correct practice</p>	<p>Demonstrates an overhand throw using hand/foot opposition and correct body alignment.</p>	<p>BM1.5 Student will perform an overhand throw using a small object to a target using “T, L” technique.</p>
<p>1.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (E) clap in time to a simple rhythmic beat (H) demonstrate on cue key elements in overhand throw, underhand throw, and catch</p>	<p>Knows how to align body and hands to catch a variety of objects.</p>	<p>BM1.6 Student will demonstrate tracking and catching a bean bag using soft hands.</p>
<p>1.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: (B) demonstrate a base of support and explain how it affects balance</p>	<p>Demonstrates the ability to show the correct body alignment while striking an object with a hand or a short racquet.</p>	<p>BM1.7 Student will demonstrate tracking and timing when hitting a balloon</p>
<p>1.3 Physical activity and health. Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:</p>	<p>Understanding one or two components of a health-related fitness assessment.</p>	<p>BM1.8 Student will identify components of a health related fitness assessment.</p>

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<p>(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.</p>		
<p>1.3 Physical activity and health. Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to: (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p> <p>1.4 Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to: (B) describe the location and function of the heart; (C) describe how muscles and bones work together to produce movement</p> <p>1.5 Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to (A) use equipment and space safely and properly; (E) describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911</p>	<p>Demonstrates the ability to understand the concept of pacing during cardiovascular endurance activities.</p>	<p>BM1.9 Student will demonstrate an appropriate pace, avoid walking slowly, stopping and sprinting when performing a 20 meter pace test.</p>
<p>1.4 Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to: (A) distinguish between active and inactive lifestyles (D) describe food as a source of energy; and (E) explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body</p> <p>1.5 Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to (B) describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing; (C) describe how to protect himself/herself from harmful effects of the sun (D) list water safety rules and demonstrate simple extension rescue</p>	<p>Distinguishes between active and inactive lifestyles, good and poor nutritional behaviors, and the importance of getting adequate sleep.</p>	<p>BM1.10 Identify healthy afterschool snacks.</p>

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<p>1.6 Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to: (A) demonstrate starting and stopping signals (B) explain boundaries and rules for simple games.</p> <p>1.7 Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (A) follow directions and apply safe movement practices; (B) interact, cooperate, and respect others</p>	<p>Demonstrates cooperation with a partner by successfully working together to complete an assigned task.</p>	<p>BM1.11 Demonstrate the ability to follow directions, take turns and stay on task when working with a partner.</p>
<p>1.7 Social development (C) resolve conflicts in socially acceptable ways such as talking and asking the teacher for help</p>	<p>Recognizes the benefits that accompany cooperation and sharing.</p>	<p>BM1.12 Student will identify the benefits of cooperating and sharing with others.</p>

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Second Grade

<p>2.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (A) travel independently in a large group while safely and quickly changing speed and direction; (C) combine shapes, levels, and pathways into simple sequences</p>	<p>Demonstrates smooth transitions using locomotor skills from running to sliding and back to running.</p>	<p>BM2.1 Student will demonstrate a smooth transition from sliding to running after every 15 feet.</p>
<p>2.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (E) demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support; (F) demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down; (J) demonstrate the ability to mirror a partner; (K) walk in time to a 4/4 underlying beat; (L) perform rhythmic sequences such as simple folk, creative, and ribbon routines</p>	<p>Uses the concepts of space awareness and basic movement to perform basic dances.</p>	<p>BM2.2 Student will demonstrate shapes and directions (right/left, forward, backward) to perform a choreographed, simple dance with music.</p>
<p>2.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (D) demonstrate mature form in walking, hopping, and skipping; (G) demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control</p>	<p>Performs a variety of skills using a short jump rope.</p>	<p>BM2.3 Student will be able to perform ten single bounce jumps and ski jumps.</p>
<p>2.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. Student is expected to: (B) identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.</p>	<p>Demonstrates the ability to use an overhand throw for distance with good force.</p>	<p>BM2.4 Student will demonstrate an overhand throw at a target 15 feet away; using the T/L stance, hand by ear, stepping with the opposite foot and follow through focusing on the target.</p>
<p>2.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (N) demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.</p>	<p>Knows various techniques for catching and striking skills.</p>	<p>BM2.5 Student will demonstrate ready position, tracking and moving towards the object when catching at high and low levels.</p>
<p>2.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (B) demonstrate skills of chasing, fleeing, and dodging to avoid or catch others</p>	<p>Identifies strategies for simple games.</p>	<p>BM2.6 – Student will differentiate between offense and defense.</p>
<p>2.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement</p>	<p>Demonstrates fundamental principles of maintaining balance.</p>	<p>BM2.7 – Student will demonstrate a steady two point balance with one arm and one leg for ten</p>

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<p>forms. The student is expected to: (H) demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position; (I) demonstrate control weight transfers such as feet to hands with controlled landing and feet to back.</p>		<p>seconds.</p>
<p>2.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: (A) recognize that attention to the feeling of movement is important in motor skill development</p>	<p>Demonstrates two or three components of health-related fitness assessment.</p>	<p>BM2.8 Student will demonstrate FitnessGram push-up and curl up using proper form.</p>
<p>2.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to: (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration; (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and (D) lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping</p> <p>2.4 Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to: (A) identify how regular physical activity strengthens the heart, lungs, and muscular system; (B) describe how the blood carries oxygen and nutrients through the body; (C) identify foods that enhance a healthy heart; (D) explain the need for foods as a source of nutrients that provide energy for physical activity; (E) describe the negative effects of smoking on the lungs and the ability to exercise; and (F) describe the need for rest and sleep in caring for the body.</p>	<p>Understand the various factors that affect good physical performance, such as nutrition, regular exercise, adequate sleep and staying away from drugs and alcohol.</p>	<p>BM2.9 Student will identify and explain the need for proteins, carbohydrates, fats, vitamins, minerals and water in our body.</p>
<p>2.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to: (A) describe and select physical activities that provide opportunities for enjoyment and challenge</p> <p>2.5 Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to: (A) use equipment and space safely and properly;</p>	<p>Understands safety practices associated with physical activity.</p>	<p>BM2.10 Student will identify that wearing sunscreen, a hat, sunglasses, staying in the shade and staying out of the sun between 10am -3pm as means of protecting oneself from the sun.</p>

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<p>(B) select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing; (C) list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves; (D) list water safety rules and describe their importance; (E) identify safe cycling and road practices; and (F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.</p>		
<p>2.7 Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (A) display good sportsmanship; and (B) treat others with respect during play</p>	<p>Display good sportsmanship.</p>	<p>BM2.11 Student will demonstrate being fair, polite, following rules, losing gracefully and winning humbly as ways of displaying good sportsmanship.</p>
<p>2.6 Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to: (A) identify goals to be accomplished during simple games such as not getting tagged; and (B) identify strategies in simple games and activities such as dodging to avoid being tagged.</p>	<p>Uses feedback to improve performance of peers and self.</p>	<p>BM2.12 Student is receptive to peer feedback related to skills and rules</p>

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Third Grade

<p>3.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (A) travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations; (C) demonstrate mature form in jogging, running, and leaping</p>	<p>Demonstrates proper form and smooth transitions during combinations of fundamental locomotor and body control skills in a small-sided game of soccer.</p>	<p>BM3.1 Student will demonstrate right and left foot soccer dribble in a grid while maintaining personal space.</p>
<p>3.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (H) clap echoes in a variety of one measure rhythmical patterns; (I) demonstrate various step patterns and combinations of movement in repeatable sequences</p>	<p>Demonstrates the ability to use locomotor movements and combinations in simple dances or other movement sequences.</p>	<p>BM3.2 Student will perform the first 12 counts of a line dance; changing directions and locomotor movements.</p>
<p>3.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (B) demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations; (D) demonstrate moving in and out of a balanced position with control; (E) demonstrate proper body alignment in lifting, carrying, pushing, and pulling (F) demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls; (G) transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam</p>	<p>Performs a variety of skills including moving in and out of balanced position with control.</p>	<p>BM3.3 Student will demonstrate a forward roll, starting in a squat position; arms out in front with hands on the mat, head tucked in and push off with hands and feet.</p>
<p>3.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (J) demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.</p>	<p>Applies throwing, catching, and striking skills in small-sided lead up games.</p>	<p>BM3.4 Student will perform an overhand throw to a partner by stepping with lead foot and following through.</p>
<p>3.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: (A) identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force</p>	<p>Demonstrates the ability to successfully strike or volley an object against the wall or to a partner using the hand or a short racquet.</p>	<p>BM3.5 Student will perform a forehand stroke with feet and shoulders towards the target and following through.</p>
<p>3.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: (B) know that practice, attention and effort are required to improve skills</p>	<p>Applies practice, attention, and effort to improve skills.</p>	<p>BM3.6 Student will set jump rope goals using the FITT principle.</p>

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<p>3.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to: (C) participate in appropriate exercises for developing flexibility; (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping</p> <p>3.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to: (A) use equipment safely and properly</p>	<p>Completes a health-enhancing personal fitness assessment.</p>	<p>BM3.7 Student will perform a pre and post Fitness Assessment.</p>
<p>3.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to: (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration; (E) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.</p> <p>3.4 Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to: (A) describe the long term effects of physical activity on the heart; (C) identify foods that increase or reduce bodily functions; and (D) identify principles of good posture and its impact on physical activity.</p> <p>3.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to: (D) identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.</p>	<p>Understands recommended behaviors for overall health and fitness.</p>	<p>BM3.8 Student will complete and turn in ActivityGram for two school days and one non-school day.</p>
<p>3.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to: (A) describe and select physical activities that provide for enjoyment and challenge;</p> <p>3.4 Physical activity and health. . The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to: (B) distinguish between aerobic and anaerobic activities;</p>	<p>Understands the meaning of “aerobic” and identifies various aerobic activities.</p>	<p>BM3.9 – Student will name three aerobic activities.</p>

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<p>3.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to: (B) select and use proper attire that promotes participation and prevents injury; (C) identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians</p>		
<p>3.6 Social development. The student understands basic components such as strategies and rules of structured physical activities including but not limited to, games, sports, dance, and gymnastics. The student is expected to: (A) identify components of games that can be modified to make the games and participants more successful</p> <p>3.7 Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (B) persevere when not successful on the first try in learning movement skills</p>	<p>Identifies positive behaviors and comments to use during play situations.</p>	<p>BM3.10 Student will exhibit positive behavior: cooperating with and offering positive comments to peers, losing/winning with dignity.</p>
<p>3.6 Social development. . The student understands basic components such as strategies and rules of structured physical activities including but not limited to, games, sports, dance, and gymnastics. The student is expected to: (B) explain the importance of basic rules in games and activities.</p> <p>3.7 Social development. . The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (C) accept and respect differences and similarities in physical abilities of self and others.</p>	<p>Uses several conflict resolution strategies in game play situations.</p>	<p>BM3.11 Student will identify two conflict resolution strategies.</p>
<p>3.7 Social development. . The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (A) follow rules, procedures, and etiquette</p>	<p>Understands that games have rules and boundaries and puts that knowledge into practice.</p>	<p>BM3.12 Student will follow rules during a small sided game.</p>

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Fourth Grade

<p>4.1 Movement: The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (A) demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations; (B) catch an object while traveling such as catch a football pass on the run; (C) combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences; (D) jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending;</p>	<p>Demonstrate changes in speed during straight, curved, and zigzag pathways in in a small-sided game. (previously football)</p>	<p>BM4.1 Student will demonstrate changing speeds, executing pass patterns, and running to where a ball is thrown at a distance of 10 to 12 yards in receiving patterns.</p>
<p>4.1 Movement : The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (H) create a movement sequence with a beginning, middle, and end; (I) perform basic folk dance steps such as grapevine, schottische, and step-together-step;</p>	<p>Creates a movement sequence with a beginning, middle, and end incorporating basic dance steps.</p>	<p>BM4.2 Student will choreograph a dance with a beginning with three locomotor movements, a middle with four non-locomotor movement, and an end with three dance steps.</p>
<p>4.1 Movement: The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (E) perform sequences that include traveling, showing good body control combined with stationary balances on various body parts; (F) demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force; (G) transfer weight along and over equipment with good body control; (J) travel into and out of a rope turned by others without hesitating;</p>	<p>Performs a variety of skills using long and short jump ropes.</p>	<p>BM4.3 - Student will demonstrate jumping in and out of a rope turned by others.</p>
<p>4.1 Movement : The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to: (K) demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.</p>	<p>Applies combinations of non-locomotor, locomotor, and manipulative skills.</p>	<p>BM4.4 Student will demonstrate a run, slide, return, and serve in a tennis match.</p>
<p>4.2 Movement: The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: (A) identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving; (B) identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills; 4.4 Physical Activity and Health: The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to: (I) identify sources of information on skill improvement, fitness, and</p>	<p>Understands that time, effort, and practice have a positive effect on skill development and increased personal enjoyment and identifies sources of information that can aid in skill improvement.</p>	<p>BM4.5 Student will identify a skill related movement, skill improvement methods and sources for skill improvement information.</p>

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<p>health such as books and technology.</p>		
<p>4.2 Movement: The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: (C) make appropriate changes in performance based on feedback; and (D) describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.</p>	<p>Accepts feedback from others to help improve performing striking, dribbling, throwing, catching, and other sport skills.</p>	<p>BM4.6 Student will utilize peer feedback after striking a softball/baseball using the following cues: Knees bent and feet shoulder width apart Front elbow down and back elbow up Hands together on bat Hip rotation Level swing and follow through</p>
<p>4.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to: (B) name the components of health-related fitness such as strength, endurance, and flexibility; (C) identify and demonstrate a variety of exercises that promote flexibility; (D) improve flexibility in shoulders, trunk, and legs; (E) participate in activities that develop and maintain muscular strength and endurance; and 4.4 Physical activity and health.The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to: (C) identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility; (D) identify major muscle groups and the movements they cause;</p>	<p>Completes a health-related fitness assessment, shows improvement at an acceptable level and <i>identifies the components of health-related fitness that each part of the assessment measures.</i></p>	<p>BM4.7 Student will evaluate their FitnessGram scores, identify the fitness components of each test and identify where improvement is needed.</p>
<p>4.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to: (A) describe and select physical activities that provide for enjoyment and challenge; (F) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.</p>	<p>Describes and selects physical activities that provide for personal enjoyment and challenge</p>	<p>BM4.8 Student will identify four physical activities and explain their personal enjoyment of them.</p>
<p>4.4 Physical Activity and Health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to: (A) describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors; (E) describe the relationship between food intake and physical activity such as calories consumed and calories expended; (F) explain the link between physical activity/inactivity and health such as reduce stress and burn calories; (G) explain the relationship between physical activity and stress relief</p>	<p>Identifies the relationship between physical activity and:</p> <ul style="list-style-type: none"> • heart rate, • stress, • caloric consumption/expenditure and • sleep. 	<p>BM4.9 - Student will locate the carotid pulse, identify their target heart rate, and identify how their heart rate is affected by exercise.</p>

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<p>and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release; (H) describe the need for rest and sleep in recovering from exercise;</p>		
<p>4.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to: (A) use equipment safely and properly; (B) select and use proper attire that promotes participation and prevents injury; (C) describe and apply safety precautions when cycling and skating; and (D) identify potential risks associated with physical activities.</p> <p>4.6 Social development: The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to: (A) distinguish between compliance and noncompliance with rules and regulations; and (B) analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>4.7 Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (A) follow rules, procedures, and etiquette;</p>	<p>Integrates the knowledge of rules, boundaries, and safe use of equipment during game play.</p>	<p>BM4.10 - Student will demonstrate a knowledge of rules, boundaries, and safety during a small sided game.</p>
<p>4.7 Social Development. Student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (B) respond to winning and losing with dignity and understanding;</p>	<p>Accepts responsibility for his/her actions in play situations and responds to winning and losing in an appropriate manner.</p>	<p>BM4.11 Student will play fairly, accept differences in students, and accept winning and losing without controversy.</p>
<p>4.7 Social Development. Student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (C) work independently and stay on task; and (D) demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.</p>	<p>Works in a positive manner with those of varying skill levels and encourages others, allows equal opportunity, invites others to participate.</p>	<p>BM4.12 Student will demonstrate cooperative behavior and teamwork during an organized game/activity.</p>

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Fifth Grade

<p>5.1 Movement: The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:</p> <p>(A) demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent;</p> <p>(B) demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump;</p> <p>(C) demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;</p> <p>(D) demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates;</p> <p>(E) demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;</p> <p>(F) combine traveling and rolling with smooth transitions;</p> <p>(K) demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball; and</p> <p>(L) demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.</p>	<p>Demonstrate appropriate use of levels in dynamic movement and balance in a sports specific activity.</p>	<p>BM5.1 Student will demonstrate proper mechanics during a small sided game: bending knees, maintaining balance, moving into position and body alignment.</p>
<p>5.1 Movement: The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:</p> <p>(G) combine weight transfer and balance on mats and equipment;</p> <p>(H) demonstrate the ability to contrast a partner's movement;</p> <p>(I) perform selected folk dances;</p> <p>(J) jump a rope using various rhythms and foot patterns repeatedly;</p>	<p>Create combinations of movement patterns found in an aerobic dance, line dance, or jump rope routine.</p>	<p>BM5.2 Student will perform a combination of movement patterns during a line dance walking forward walking backward, grapevine, and step touch</p>
<p>5.2 Movement: The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:</p> <p>(B) identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and</p>	<p>Perform a variety of skills with attention to form, power, accuracy, and follow-through in the underhand volleyball serve.</p>	<p>BM5.3 Student will demonstrate proficient foot and ball placement, direction and follow through while executing an underhand volleyball serve.</p>
<p>5.1 Movement: The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:</p> <p>(K) demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball; and</p> <p>(L) demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching</p>	<p>Apply catching skills in a softball game.</p>	<p>BM5.4 Student will demonstrate fielding in a small sided softball game by catching a fly ball and ground ball using the pinky to pinky and thumb to thumb technique.</p>

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<p>5.2 Movement: The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: (C) choose appropriate drills/activities to enhance the learning of a specific skill.</p> <p>5.5 Health & Fitness: Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to: (A) use equipment safely and properly; (B) select and use proper attire that promotes participation and prevents injury; (C) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity; and</p> <p>5.6 Attitudes: Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to: (A) describe fundamental components and strategies used in a net/wall, invasion, target, and fielding games such as positions-goalie, offense, or defense;</p>	<p>Understand basic positions in basketball including offensive and defensive strategies of games.</p>	<p>BM5.5 Student will distinguish the difference between offense and defense in a small sided game.</p>
<p>5.2 Movement: The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: (C) choose appropriate drills/activities to enhance the learning of a specific skill.</p>	<p>Understand that sustained practice with appropriate feedback is required to improve on consistency of sport skills.</p>	<p>BM5.6 Student will identify areas for continuous improvement of a tennis forehand stroke based on partner feedback using the following criteria: Ready position, forehand grip, point of contact when striking the ball</p>
<p>5.2 Movement: The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: (A) identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw;</p>	<p>Use and applies sport skills rubrics to analyze self and others.</p>	<p>BM5.7 Student will utilize a rubric to assess a partner in a basketball free throw by applying the BEEF principle. (B:Balance, E: Eyes on intended target, E: Elbows in and up, and F: Follow Through)</p>
<p>5.3 Health & Fitness: Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to: (A) participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness; (B) identify appropriate personal fitness goals in each of the components of health-related fitness; and (C) explain the value of participation in community physical activities such as little league and parks and recreation.</p>	<p>Demonstrate the ability to perform a self-paced aerobic activity and complete a health-related fitness assessment while meeting-maintaining the assessment standards.</p>	<p>BM5.8 Student will evaluate FitnessGram scores and identify where improvement is needed based on Healthy Fitness Zone standards.</p>

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<p>5.4 Health & Fitness: Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to: (A) relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs; (B) self-monitor the heart rate during exercise; (C) match different types of physical activity with health-related fitness components;</p>		
<p>5.4Health & Fitness: Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to: (D) define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness;</p>	<p>Demonstrate the elements of the FITT principle to develop appropriate fitness levels.</p>	<p>BM5.9 Student will identify an aerobic activity and apply the FITT principle.</p>
<p>5.4 Health & Fitness: Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to: E) describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing; (F) identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U. S. dietary guidelines; (G) describe common skeletal problems and their effect on the body such as spinal curvatures; (H) describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity; and (I) describe how movement and coordination are effected by alcohol and other drugs.</p>	<p>Identify body functions in relationship to nutrition, smoking, alcohol, and drugs</p>	<p>BM5.10 Student will identify three positive benefits of a healthy lifestyle to include nutrition, exercise, and harmful substances.</p>
<p>5.7Attitudes: Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (B) use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all; and</p>	<p>Use good sportsmanship for settling disagreements.</p>	<p>BM5.11 Student will demonstrate strategies to settle a dispute by remaining calm, apply good listening skills, and generating a solution to resolve a conflict.</p>
<p>5.6 Attitudes: Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to: (B) explain the concept and importance of team work.</p>	<p>Describe how physical activity with a partner or partners can increase motivation, self-esteem and enhance safety.</p>	<p>BM5.12 Student will demonstrate positive behavior when working with a partner or group by displaying cooperation, encouragement, positive feedback, safety, and teamwork.</p>

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<p>5.7Attitudes: Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (A) follow rules, procedures, and etiquette; (C) describe how physical activity with a partner or partners can increase motivation and enhance safety</p>		
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