

Course Overview	<p>Kindergarten through 2nd Grade Physical Education with Integrated Health ED. builds foundational skills in physical literacy, personal health, and social-emotional development. Aligned to Texas Essential Knowledge and Skills (TEKS), students develop movement skills, practice healthy habits, and learn to make safe, responsible decisions.</p> <p>Using the SPARK Physical Education curriculum, students engage in active, structured experiences that strengthen coordination, fitness, and confidence. Integrated Health TEKS are reinforced through instruction in hygiene, nutrition, safety, and emotional awareness, helping students understand how their daily choices impact their overall well-being.</p> <p>This course establishes the foundation for lifelong wellness and prepares students for continued success in upper elementary Health and Physical Education.</p>
Course Standards	<p style="text-align: center;">Texas Essential Knowledge and Skills (TEKS)</p> <p>Kinder Physical Education Health Education</p> <p>First Grade Physical Education Health Education</p> <p>Second Grade Physical Education Health Education</p>
Instructional Materials	<p>The SPARK Physical Education & Health curriculum suite is the approved instructional resource for kindergarten through 2nd Grade and provides integrated instruction aligned to both Physical Education and Health TEKS.</p> <p>Alongside SPARK *Physical Education – SPARK *Healthy Living Choices curriculum resources utilize developmentally appropriate health content, including life skills, conflict resolution, nutrition, substance abuse prevention, safety, and fitness across all primary grade levels.</p> <p>Health and safety topics related to student well-being, including abuse prevention and personal safety, are supported through campus-based implementation led by counselors and school leaders using state-endorsed and developmentally appropriate Board, .gov, and CDC resources.</p> <p>Additionally, IDEA incorporates age-appropriate awareness of First Aid and CPR concepts aligned to guidance from the American Heart Association and other approved organizations.</p> <p>Instructional delivery integrates movement-based learning, guided discussion, and real-world application to ensure students develop both physical skills and the knowledge needed to make safe, healthy decisions.</p>
Vertical Alignment Key	<p>“PE standards are listed by grade band (Kindergarten §116.11, 1st §116.12, 2nd §116.13) to demonstrate vertical alignment across K–2.”</p>
Assessment(s)	<ul style="list-style-type: none"> ♦ IHT Monitors for MVPA – FDOS to LDOS 2nd - 5th Grade Only ♦ FitnessGram (BOY) Baseline FDOS – October 30th 3rd-5th Grades Only ♦ FitnessGram (EOY) Final 2nd Semester Jan 1st – April 09th 3rd-5th Grades Only ♦ Unit Assessments – SPARK provided in digital version for teachers at the end of each Unit. ♦ TIA Eligible Course/Codes {Link} <ul style="list-style-type: none"> ○ 02530007 P.E. Grade 4,

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
Culture Days / Camps Schedule <ul style="list-style-type: none"> 3–5 days (45-min classes) 2–3 days (90-min classes) 	Teacher observation of routines, transitions, participation, and safe behavior. Reinforce expectations before heavy equipment units.	<p>K: §116.11(b)(6), (12–13) 1st: §116.12(b)(6), (12–13) 2nd: §116.13(b)(6), (12–13)</p> <p>Safe participation, following directions, cooperation, and social interaction.</p>	<p>K: §115.11(b)(3)(D), (E) 1st: §115.12(b)(3)(D), (E) 2nd: §115.13(b)(3)(D), (E)</p> <p>Relationships, communication, and classroom expectations. Health Focus: Relationships & Communication Foundations</p>
Introduction to PE and Health <ul style="list-style-type: none"> 4 days (45-min classes) 2 days (90-min classes) 	Establish safety routines, equipment expectations, stop/start signals, personal space, and reporting unsafe situations.	<p>K: §116.11(b)(6), (11), (12) 1st: §116.12(b)(6), (11), (12) 2nd: §116.13(b)(6), (11), (12)</p> <p>Safety practices, equipment uses, personal responsibility, and health-related fitness awareness.</p>	<p>K: §115.11(b)(1), (9)(A) 1st: §115.12(b)(1), (9)(A) 2nd: §115.13(b)(1), (9)(A)</p> <p>Body awareness, safety practices, and reporting unsafe situations. Health Focus: Personal Safety & Body Awareness</p>
Unit 1: Building Foundations <ul style="list-style-type: none"> 6–8 days (45-min classes) 3–4 days (90-min classes) <p>SPARK: orientation, personal space, locomotor skills, pathways, levels, directions, hoops, balance, pairing/moving together.</p>	Performance observation of spatial awareness, locomotor/non-locomotor control, and participation. Use quick checks for movement vocabulary.	<p>K: §116.11(b)(1), (2), (4) 1st: §116.12(b)(1), (2), (4) 2nd: §116.13(b)(1), (2), (4)</p> <p>Locomotor, non-locomotor, body control, and spatial awareness skills.</p>	<p>K: §115.11(b)(3)(A), (C), (4)(A) 1st: §115.12(b)(3)(A), (C), (4)(A) 2nd: §115.13(b)(3)(A), (C), (4)(A)</p> <p>Self-awareness, emotions, calming strategies, and personal growth. Health Focus: Self-Awareness & Decision-Making</p>
Unit 2: Cardiovascular Endurance – Preparedness/Walk/Jog/Run/Cool-down <ul style="list-style-type: none"> 8–10 days (45-min classes) 4–5 days (90-min classes) 	<p>Ongoing observation of participation, safe pacing, effort, and movement endurance.</p> <p>Reminder: FitnessGram BOY/Pre-Test window closes Oct. 31 for</p>	<p>K: §116.11(b)(1), (8), (9) 1st: §116.12(b)(1), (8), (9) 2nd: §116.13(b)(1), (8), (9)</p> <p>Locomotor movement, physical activity, fitness awareness, and benefits of movement.</p>	<p>K: §115.11(b)(6)(A), (8)(B) 1st: §115.12(b)(6)(A), (8)(B) 2nd: §115.13(b)(6)(A), (8)(B)</p> <p>Healthy habits, physical activity, and body systems awareness.</p>

Unit 3: Kicking and trapping <ul style="list-style-type: none"> 10–12 days (45-min classes) 5–6 days (90-min classes) SPARK: soccer-style dribbling, passing, trapping, kicking for distance/accuracy, soccer golf.	Skill observation of kicking/trapping form, safety, control, partner cooperation, and fair play.	K: §116.11(b)(3), (4), (6) 1st: §116.12(b)(3), (4), (6) 2nd: §116.13(b)(3), (4), (6) Manipulative skills, movement concepts, and application in activities.	K: §115.11(b)(3)(B), (F), (5)(A) 1st: §115.12(b)(3)(B), (F), (5)(A) 2nd: §115.13(b)(3)(B), (F), (5)(A) Emotions, communication, peer interaction, and conflict resolution. Health Focus: Emotional Awareness & Conflict Resolution
Unit 4: Catching & Throwing <ul style="list-style-type: none"> 8–10 days (45-min classes) 4–5 days (90-min classes) SPARK: rolling/catching with partners, underhand targets, self-toss/catch, partner challenges, overhand throwing.	Skill observation of underhand/overhand throw, catching readiness, target accuracy, spacing, and partner feedback.	K: §116.11(b)(3), (4), (6) 1st: §116.12(b)(3), (4), (6) 2nd: §116.13(b)(3), (4), (6) Object control, manipulative skills, and safe movement concepts.	K: §115.11(b)(3)(B), (F), (5)(A) 1st: §115.12(b)(3)(B), (F), (5)(A) 2nd: §115.13(b)(3)(B), (F), (5)(A) Respect, inclusion, communication, and conflict resolution. Health Focus: Respect, Inclusion & Communication Skills
Unit 5: Dance and Jump Rope <ul style="list-style-type: none"> 6–8 days (45-min classes) 3–4 days (90-min classes) SPARK: rhythm, long rope, individual rope, creative dance, and culturally responsive dance activities.	Observation of rhythm, coordination, participation, self-expression, perseverance, and safe use of jump ropes.	K: §116.11(b)(5), (4), (12) 1st: §116.12(b)(5), (4), (12) 2nd: §116.13(b)(5), (4), (12) Rhythm, coordination, self-expression, and movement patterns.	K: §115.11(b)(5)(B-C), (3)(C) 1st: §115.12(b)(5)(B-C), (3)(C) 2nd: §115.13(b)(5)(B-C), (3)(C) Stress management, emotional expression, and calming strategies. Health Focus: Stress Management & Emotional Regulation
Unit 6: Dribbling, Volleying, and Striking <ul style="list-style-type: none"> 10–12 days (45-min classes) 5–6 days (90-min classes) 	Skill observation of hand/foot control, striking safety, equipment awareness, and decision-making during partner/group tasks.	K: §116.11(b)(3), (4), (6) 1st: §116.12(b)(3), (4), (6) 2nd: §116.13(b)(3), (4), (6) Advanced manipulative skills, object control, and application in simple games.	K: §115.11(b)(7), (8)(A) 1st: §115.12(b)(7), (8)(A) 2nd: §115.13(b)(7), (8)(A) Health information, media influence, and safety awareness.



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SPARK: bounce/catch, dribbling, striking, volleying, keep-it-up, straddle ball, paddles.

Health Focus: Nutrition, Health Awareness & Decision-Making

Unit 7: Games and Fitness Application <ul style="list-style-type: none">8–10 days (45-min classes)4–5 days (90-min classes) SPARK: tag games, cooperative challenges, safe game strategies, and fitness application activities.	Observation of teamwork, safe participation, perseverance, use of strategies, and application of prior movement skills. Follow PE SLO Guide for Teacher Incentive task protocols where applicable.	K: §116.11(b)(6), (8), (13–14) 1st: §116.12(b)(6), (8), (13–14) 2nd: §116.13(b)(6), (8), (13–14) Game strategies, participation, teamwork, perseverance, and lifelong wellness.	K: §115.11(b)(8)(B), (9)(B) 1st: §115.12(b)(8)(B), (9)(B) 2nd: §115.13(b)(8)(B), (9)(B) Healthy habits, safety equipment, and responsible decision-making. Health Focus: Safety Awareness & Healthy Decision-Making
Unit 8: Parachute and Cooperative Activities <ul style="list-style-type: none">4–6 days (45-min classes)2–3 days (90-min classes) SPARK: parachute introduction, chute shapes, changing places, popcorn, Space Mountain, and cooperative challenges.	Observation of cooperation, communication, following directions, self-control, and safe shared-space behavior.	K: §116.11(b)(2), (13), (14) 1st: §116.12(b)(2), (13), (14) 2nd: §116.13(b)(2), (13), (14) Cooperation, communication, movement control, and responsible participation.	K: §115.11(b)(3)(D), (5)(A) 1st: §115.12(b)(3)(D), (5)(A) 2nd: §115.13(b)(3)(D), (5)(A) Relationships, cooperation, inclusion, and conflict prevention. Health Focus: Cooperation & Relationship Skills
Unit 9: Field Day and End-of-Year Activities <ul style="list-style-type: none">4–6 days (45-min classes)2–3 days (90-min classes)	End-of-year observation of participation, safe choices, teamwork, and application of skills. Department reminder: FitnessGram EOY data submission due Apr. 9, 2027 for applicable grades only; K–2 does not submit FitnessGram.	K: §116.11(b)(6), (8), (16) 1st: §116.12(b)(6), (8), (16) 2nd: §116.13(b)(6), (8), (16) Participation, physical activity, safe movement, and lifelong wellness.	K: §115.11(b)(10)(A), (11) 1st: §115.12(b)(10)(A), (11) 2nd: §115.13(b)(10)(A), (11) Safe decision-making, refusal skills, and maintaining safe environments. Health Focus: Personal Safety, Refusal Skills & Healthy Choices

TEKS Alignment

Instruction in this course is aligned to the Texas Essential Knowledge and Skills (TEKS) for Physical Education and Health Education as adopted by the State Board of Education and implemented in accordance with Texas Education Code Chapter 28. Standards are vertically aligned across Kindergarten (§116.11), 1st Grade (§116.12), and 2nd Grade (§116.13).

"Health Education TEKS are integrated" within Physical Education instruction through the SPARK Health Living Choices curriculum, ensuring developmentally appropriate coverage across all units.

Assessment Overview

Student learning is monitored through ongoing, performance-based assessment, including observation of skill development, participation, and application of movement and health concepts. Assessment data is used to inform instruction and support student growth. Formal state assessments (FitnessGram) are not administered for Kindergarten–2nd Grade Physical Education.

Instructional Materials

Primary Texts (if applicable)

Supplemental instructional materials may be used to support instruction. Supplemental materials do not replace board-approved core instructional materials.

Additional information regarding instructional programs, assessments, and parent access to instructional materials is available on the district website.

Instructional Expectations

Instruction is delivered using board-approved instructional materials and aligned to the scope and sequence outlined above. Teachers are expected to ensure all required standards are taught within the course timeframe.