

TTUISD - Course TEKS Tracker

TTU Course: PEFOUND (v.3.0)

TEKS: §116.52. Foundations of Personal Fitness (One-Half Credit) adopted to be effective September 1, 1998

TEKS Requirement (High)	Sem. A	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy
§116.52. Foundations of Personal Fitness (One-Half Credit).				
(a) General requirements. This course is the recommended prerequisite for all other physical education courses.				
(b) Introduction.				
(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.				
(2) Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.				
(c) Knowledge and skills.				
(1) Movement. While participating in physical activity, the student applies physiological and biomechanical principles to improve health-related fitness. The student is expected to:				
(A) apply physiological principles related to exercise and training such as warm-up/cool down, overload, frequency, intensity, specificity, or progression; and		1,2	Ch. 1 pp.8-9, Ch.5 pp. 93-95	Apply
(B) apply biomechanical principles related to exercise and training such as force, leverage, and type of contraction.		2,4,6,10	Ch. 6 pp. 127-129, Ch. 9 p. 184, Ch. 10 pp. 205-206, Ch. 11 pp. 248-250, Ch. 20 pp. 437-438	Analyze
(2) Social development. During physical activity, the student develops positive self-management and social skills needed to work independently and with others. The student is expected to:				
(A) apply rules, procedures, and etiquette; and		10	Ch. 21 pp. 458-459, 461	Remember
(B) recognize and resolve conflicts during physical activity.		10	Ch. 21 p. 468	Apply
(3) Physical activity and health. The student applies safety practices associated with physical activity. The student is expected to:				
(A) demonstrate safety procedures such as spotting during gymnastics and using non-skid footwear;		3,4	Ch. 4 pp. 78-79, Ch. 9 pp. 186-187	Apply
(B) describe examples and exercises that may be harmful or unsafe;		2,3,6	Ch. 4 pp. 74, 76-77, Ch. 6 pp. 127-129, Ch. 10 pp. 220-222	Understand
(C) explain the relationship between fluid balance, physical activity, and environmental conditions such as loss of water and salt during exercise; and		3,8	Ch. 4 p. 75, Ch. 15 p. 350, Ch. 16 pp. 368-369, 383	Evaluate
(D) identify the effects of substance abuse on physical performance.		9	Ch. 18 p. 409	Understand
(4) Physical activity and health. The student applies fitness principles during a personal fitness program. The student is expected to:				
(A) explain the relationship between physical fitness and health;		1,4	Ch. 1 pp. 17-16-9, Ch. 2 pp. 31-35, Ch. 7 pp. 139-140	Analyze
(B) participate in a variety of activities that develop health-related physical fitness activities including aerobic exercise to develop cardiovascular efficiency;		4, 10	Ch. 9 pp. 175-180, 182-183, Ch. 19 p. 424	Apply
(C) demonstrate the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed;		1,2	Ch. 1 pp. 14, 21-22, Ch. 6 pp. 111, 119-123	Analyze
(D) compare and contrast health-related and skill-related fitness;		1	Ch. 1 pp. 19-21	Analyze
(E) describe methods of evaluating health-related fitness such as Cooper's 1.5 mile run test;		1,5	Ch. 2 p. 35, Ch. 8 pp. 161-162, 165-169	Understand
(F) list and describe the components of exercise prescription such as overload principle, type, progression, or specificity;		2	Ch. 5 pp. 93-94	Remember
(G) design and implement a personal fitness program; and		2,5	Ch. 5 pp. 94-96, Ch. 12 pp. 288-291	Create
(H) evaluate consumer issues related to physical fitness such as marketing claims promoting fitness products and services.		3,4,6,8,9	Ch. 3 p. 65, Ch. 9 p. 192, Ch. 11 p. 263, Ch. 15 pp. 345-351, 353-357, Ch. 18 p. 416	Evaluate

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(5) Physical activity and health. The student comprehends practices that impact daily performance, physical activity, and health. The student is expected to:				
(A) investigate positive and negative attitudes towards exercise and physical activities;		7	Ch. 14 pp. 336-341	Analyze
(B) describe physical fitness activities that can be used for stress reduction;		9	Ch. 17 pp. 395, 399-401	Apply
(C) explain how over training may contribute to negative health problems such as bulimia and anorexia;		7	Ch. 13 pp. 305-306	Understand
(D) analyze the relationship between sound nutritional practices and physical activity;		8	Ch. 16 pp. 372, 383	Evaluate
(E) explain myths associated with physical activity and nutritional practices;		7,8	Ch. 13 p. 321, Ch. 16 pp. 381-382	Analyze
(F) analyze methods of weight control such as diet, exercise, or combination of both; and		7	Ch. 13 pp. 318-321	Analyze
(G) identify changeable risk factors such as inactivity, smoking, nutrition, and stress that affect physical activity and health.		4,9	Ch. 7 p. 140, Ch. 17 pp. 392-393, 395-398, Ch. 18 p. 409	Understand
<i>Source: The provisions of this §116.52 adopted to be effective September 1, 1998, 22 TexReg 7759.</i>				