



## CATCH PE TEKS Alignment

The CATCH Physical Education activities are a “celebration of learning.” Through CATCH games, fitness related activities and play; children learn to be active and healthy learners for a lifetime. The four CATCH PE objectives ensure that all children will enjoy the learning process, have numerous opportunities to practice and learn physical and cognitive skills within multiple contexts, in an active and high energy environment, and use their newly acquired skills to be healthy each day for a lifetime. The purpose of this document is to demonstrate CATCH PE’s compatibility with the Texas Essential Knowledge and Skills (TEKS) for Physical Education in grades K-5.

Enclosed you will find the CATCH Physical Education TEKS Conversions forms for the K-2 and 3-5 activity boxes. The activities are listed alphabetically under the major headings WARM-UP, GO FITNESS and GO ACTIVITY. Each activity has at least one TEKS performance standard associated with each grade level (K-5 and 3-5). The TEKS standard corresponds to the primary focus of the activity. For instance, warm-up/cool-down and fitness activities are aligned primarily with TEKS from the Physical Activity and Health section. Activities and games from the GO ACTIVITY section usually have a significant movement component and are thus matched to the TEKS from the Movement Competencies section. However, if it was apparent that an activity more closely related to a performance standard in another area, that standard was used as the primary TEKS standard.

The suggested alignment of CATCH PE activities and TEKS standards are appropriate examples that match the instructional intent of the activity with the performance standard defined. However, they are not a complete accounting of the TEKS that could align with the activities. For instance, Glue & Stretch (card #277) is an activity in the GO FITNESS section of the CATCH 3-5 activity box. Briefly, the activity requires children to alternately follow one another within a designated area and stop on command. The leader then demonstrates an appropriate flexibility exercise, as their partner mimics the stretch, for a muscle or muscle group identified by the teacher. In its basic form, it is a warm-up/cool-down activity with a flexibility component. Thus, for the 4<sup>th</sup> grade, TEKS performance standards 4.3C and 4.4F in the Physical Activity and Health section were aligned with this activity. Yet, based on commands from the teacher, this game can be extended to incorporate numerous additional TEKS standards.

The teacher may direct the children to change partners and find someone they have never played with before; use skipping as the mode of travel; and freeze and balance on one foot for 5 seconds prior to leading a stretch. During the stretch, the teacher could ask the children why slow progressive stretching is safer than ballistic stretches. The addition of these requirements corresponds to multiple TEKS standards in the Movement (4.1C, 4.1E), Physical Activity and Health (4.3C, 4.3D, 4.4F, 4.5D) and Social (4.6B, 4.7A, 4.7D) sections.

This is just one example of how Glue & Stretch could be modified to provide a variety of experiences for the learner. Incorporating manipulative skills (e.g., dribbling, throwing and catching to self, balancing a ball on a racquet while moving) and additional movement criteria (e.g., write your name on the floor by hopping, turn quickly on a drum beat) would further increase the number of TEKS addressed by this single activity. Thus, considering the number of CATCH activities in each box, the possibilities for addressing the TEKS standards through the CATCH PE materials are almost limitless.

This document was prepared to demonstrate how the CATCH PE activities address the TEKS performance standards. The ultimate decision of what activity is used to teach specific knowledge and skills to a child is the responsibility of the teacher. Regardless of the type of curriculum or resources used, instruction is equally important to the activity. Physical education lessons should be planned and delivered with developmentally appropriate and quality instructional practices as outlined in “outcomes documents” such as those published by the American Alliance for Health, Physical Education, Recreation and Dance, the National Association for Sport and Physical Education, and the Texas Association for Health, Physical Education, Recreation and Dance.

CATCH PE is an instructionally robust resource that may be used to meet the TEKS performance standards. It can stand alone as a curriculum if a district decided to create its own curriculum framework, scope and sequence, and assessment standards. It’s flexible, can blend into existing programs, and is in line with contemporary pedagogical theory and practice.