

7th Grade Physical Education TEKS

MAJOR CATEGORIES OF THE TEKS AT A GLANCE

1. Movement patterns and proficiency
2. Development of motor skills
3. Physically Active Lifestyle
4. Factors that affect physical performance
5. Safety practices associated with physical activities
6. Strategies and rules of structured physical activities
7. Self-Management during physical activities

WHERE DO A MAJORITY OF THE TEKS LIE?

A Display/Showcase Portfolios of a student's "best work"

Movement	Physical Activity and Health	Social Development
Movement patterns and proficiency (includes 8 subpoints)	Physically active lifestyle (includes 5 subpoints)	Strategies and rules of structured physical activities (includes 2 sub points)
Development of motor skills (includes 7 sub points)	Factors that affect physical performance (includes 9 subpoints)	Self-management during physical activities (includes 5 subpoints)
	Safety practices associated with physical activity (includes 5 subpoints)	

Knowledge and Skills

- (1) **Movement**. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:
- (A) coordinate movements with teammates to achieve team goals;
 - (B) demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;
 - (C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking;
 - (D) perform selected folk, country, square, line, creative, and/or aerobic dances;
 - (E) design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow;
 - (F) demonstrate, without cue, critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand, striking with a racket or club, or batting;
 - (G) combine skills competently to participate in modified versions of team and individual sports; and
 - (H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.
- (2) **Movement**. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:
- (A) create and modify activities that provide practice of selected skills to improve performance such as practice with non-dominant hand, practice specific game situations, or practice jumps or cartwheels in both directions;
 - (B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;
 - (C) describe the importance of goal setting in improving skill;
 - (D) detect and correct errors in personal or partner's skill performance;
 - (E) make appropriate changes in performance based on feedback;
 - (F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support; and

- (G) use basic offensive and defensive strategies while playing a modified version of a sport.
- (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) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;
 - (B) identify favorite lifelong physical activities;
 - (C) participate in moderate to vigorous health-related physical activities on a regular basis;
 - (D) evaluate personal fitness goals and make appropriate changes for improvement; and
 - (E) select and use appropriate technology tools to evaluate, monitor, and improve physical development.
- (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) list long term physiological and psychological benefits that may result from regular participation in physical activity;
 - (B) assess physiological effects of exercise during and after physical activity;
 - (C) match personal physical activities to health-related fitness components;
 - (D) analyze the strength and weaknesses of selected physical activities;
 - (E) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;
 - (F) identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity, and time, and importance of balance in muscle pairs;
 - (G) describe and predict the effects of fitness-related stress management techniques on the body;
 - (H) explain the effects of eating and exercise patterns on weight control, self-concept and physical performance; and
 - (I) recognize the effects of substance abuse on personal health and performance in physical activity.
- (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) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;
 - (D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and
 - (E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.
- (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 apply agreed upon consequences when officiating; and
 - (B) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as net/wall alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feel the movement, and fielding-back up other players.
- (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) solve problems in physical activities by analyzing causes and potential solutions;
 - (B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;
 - (C) accept decisions made by game officials such as student, teachers, and officials outside the school;
 - (D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams; and
 - (E) recognize the role of games, sport, and dance in getting to know and understand others.