

Texas Essential Knowledge and Skills for Physical Education

Physical Education Grade 7 Knowledge and Skills (SPARK Middle School)

Content Standards	Sample Activities	Unit
1. Movement - The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.		
A. Coordinate movements with teammates to achieve team goals	<ul style="list-style-type: none"> • Modified Full Court Games • All Run Frisbee • Speedball 	<ul style="list-style-type: none"> • Basketball • Games • Field Games
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.	<ul style="list-style-type: none"> • Group Passing with Defenders • Endline Hockey • Small Sided Soccer 	<ul style="list-style-type: none"> • Field Games • Hockey • Soccer
C. Demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, and kicking.	<ul style="list-style-type: none"> • Sprints and Sprint Starts • Long Jump Challenges • Run USA 	<ul style="list-style-type: none"> • Track and Field • Track and Field • Power Walking/Jogging
D. Perform selected folk, country, square, line, creative, and/or aerobic dances.	<ul style="list-style-type: none"> • The Electric Slide • The Virginia Reel • Cotton-Eyed Joe 	Dance and Rhythms
E. Design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow.	<ul style="list-style-type: none"> • Tinikling • Troika • Group Fitness 	Dance and Rhythms

Content Standards	Sample Activities	Unit
<p>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.</p>	<ul style="list-style-type: none"> • Softball Throw for Distance • Keep It Up • Target Golf 	<ul style="list-style-type: none"> • Track and Field • Volleyball • Golf
<p>G. Combine skills competently to participate in modified versions of team and individual sports.</p>	<ul style="list-style-type: none"> • Mini-Modified Volleyball Games • Small Sided Soccer • Sideline Hockey 	<ul style="list-style-type: none"> • Volleyball • Soccer • Hockey
<p>H. Demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.</p>		

Content Standards	Sample Activities	Unit
2. Movement. The student applies movement concepts and principles to the learning and development of motor skills.		
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.	<ul style="list-style-type: none"> • 3 Catch With Shot • Group Passing with 3 Step Run • 3 Trap Game 	<ul style="list-style-type: none"> • Basketball • Field Games • Hockey
B. Identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving.	<ul style="list-style-type: none"> • Throw for Distance • Overhead Serve • Overhead Pass 	<ul style="list-style-type: none"> • Softball • Volleyball • Basketball
C. Describe the importance of goal setting in improving skill.	<ul style="list-style-type: none"> • Speed Shooter • Partner Challenges • Target Golf 	<ul style="list-style-type: none"> • Basketball • Frisbee • Golf
D. Detect and correct errors in personal or partner's skill performance.	<ul style="list-style-type: none"> • Throw with Partner • Partner Throw and Catch • Partner Face-Off Pass 	<ul style="list-style-type: none"> • Frisbee • Games • Basketball
E. Make appropriate changes in performance based on feedback.	<ul style="list-style-type: none"> • Putting to Targets • Target Frisbee • Shadow 	<ul style="list-style-type: none"> • Golf • Frisbee • Handball/Wallball

Content Standards	Sample Activities	Unit
F. Identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support.	<ul style="list-style-type: none"> • Fielding Ground Balls • Shuttle Run Practice 	<ul style="list-style-type: none"> • Softball • Track and Field
G. Use basic offensive and defensive strategies while playing a modified version of a sport.	<ul style="list-style-type: none"> • 3 Step Run with Defender • Small Sided Soccer • Modified Full Court Games 	<ul style="list-style-type: none"> • Field Games • Soccer • Basketball

Content Standards	Sample Activities	Unit
3. Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.		
A. Participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities.	<ul style="list-style-type: none"> • Miniature Golf • Frisbee Golf • Rope Skipping 	<ul style="list-style-type: none"> • Golf • Frisbee • Jump Rope
B. Identify favorite lifelong physical activities.	<ul style="list-style-type: none"> • Basketball • Golf • Volleyball • Line Dances 	<ul style="list-style-type: none"> • Basketball • Golf • Volleyball • Dance and Rhythms
C. Participate in moderate to vigorous health-related physical activities on a regular basis.	<ul style="list-style-type: none"> • Run California • Run USA 	Power Walking/Jogging
D. Evaluate personal fitness goals and make appropriate changes for improvement.	<ul style="list-style-type: none"> • SPARK Physical Activity Log • SPARK Action Plan • Run USA 	<ul style="list-style-type: none"> • Extra Extra • Extra Extra • Power Walking/Jogging
E. Select and use appropriate technology tools to evaluate, monitor, and improve physical development.	<ul style="list-style-type: none"> • SPARK Physical Activity Log • SPARK Action Plan • Run USA 	<ul style="list-style-type: none"> • Extra Extra • Extra Extra • Power Walking/Jogging

Content Standards	Sample Activities	Unit
4. Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.		
A. List long term physiological and psychological benefits that may result from regular participation in physical activity.	<ul style="list-style-type: none"> • Line Dances • Jogging • Wallball 	<ul style="list-style-type: none"> • Dance and Rhythms • Power Walking/Jogging • Wallball/Handball
B. Assess physiological effects of exercise during and after physical activity.	<ul style="list-style-type: none"> • Jogging • Fitness Circuit 	<ul style="list-style-type: none"> • Power Walking/Jogging • Fun and Fitness Circuit
C. Match personal physical activities to health-related fitness components.	<ul style="list-style-type: none"> • Aerobic Dance • Run USA 	<ul style="list-style-type: none"> • Dance and Rhythms • Walk, Jog, Run
D. Analyze the strength and weaknesses of selected physical activities.	<ul style="list-style-type: none"> • Aerobic Dance • Run USA 	<ul style="list-style-type: none"> • Dance and Rhythms • Power Walking/Jogging
E. Identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.	5 Servings Tag	Games
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.	Jogging	Power Walking/Jogging
G. Describe and predict the effects of fitness-related stress management techniques on the body.	Jogging	Power Walking/Jogging

Content Standards	Sample Activities	Unit
H. Explain the effects of eating and exercise patterns on weight control, self-concept and physical performance.	Jogging	Power Walking/Jogging
I. Recognize the effects of substance abuse on personal health and performance in physical activity.	Heart Alert	Games

Content Standards	Sample Activities	Unit
5. Physical activity and health. The student understands and applies safety practices associated with physical activities.		
A. Use equipment safely and properly.	<ul style="list-style-type: none"> • Swing • Pass Pass • Hurdle Practice 	<ul style="list-style-type: none"> • Golf • Hockey • Track and Field
B. Select and use proper attire that promotes participation and prevents injury.	<ul style="list-style-type: none"> • Aerobic Dance • Run California 	<ul style="list-style-type: none"> • Power Walking/Jogging • Dance and Rhythms
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.	<ul style="list-style-type: none"> • Activity Log • SPARK Action Plan • Fitness Circuits 	<ul style="list-style-type: none"> • Extra Extra • Extra Extra • Fun and Fitness Circuits
D. Analyze exercises for their effects on the body such as beneficial/potentially dangerous.	<ul style="list-style-type: none"> • Activity Log • SPARK Action Plan • Fitness Circuits 	<ul style="list-style-type: none"> • Extra Extra • Extra Extra • Fun and Fitness Circuits
E. Recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	<ul style="list-style-type: none"> • Run USA • Run California 	Power Walking/Jogging

Content Standards	Sample Activities	Unit
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.		
A. Distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating.	<ul style="list-style-type: none"> • Speedball • Modified Full Court Games 	<ul style="list-style-type: none"> • Field Games • Basketball
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.	<ul style="list-style-type: none"> • 3 Step Run with Defender • Speedball • Frisbee Speedball 	<ul style="list-style-type: none"> • Field Games • Field Games • Frisbee

Content Standards	Sample Activities	Unit
7. Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.		
A. Solve problems in physical activities by analyzing causes and potential solutions.	<ul style="list-style-type: none"> • Hoodini Hoops • Bodyguards • Memory Ball 	Games
B. Work cooperatively in a group to achieve group goals in competitive as well as cooperative settings.	<ul style="list-style-type: none"> • Baton Shuttle Relays • Circle Bump and Set • Group Moon Ball 	<ul style="list-style-type: none"> • Track and Field • Volleyball • Games
C. Accept decisions made by game officials such as student, teachers, and officials outside the school.		<ul style="list-style-type: none"> • Basketball • Soccer • Softball
D. Use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams.	<ul style="list-style-type: none"> • Modified Full Court Games • Small Sided Soccer • Mini/Modified Volleyball 	<ul style="list-style-type: none"> • Basketball • Soccer • Volleyball
E. Recognize the role of games, sport, and dance in getting to know and understand others.	<ul style="list-style-type: none"> • Square Dancing • Speedball • Ultimate Frisbee 	<ul style="list-style-type: none"> • Dance and Rhythms • Field Games • Frisbee