

**TAHPERD**  
**Texas Physical Education TEKS Framework**  
**7th Grade TEKS and Specificity**

			TEKS	Specificity
Strand	Topic	Theme	The student is expected to:	The student is expected to:
<b>A.</b> <b>Movement</b>	I. Movement Concepts	c. <b>Relationships</b>	7.1A coordinate movements with teammates to achieve team goals.	<i>use movement skills cooperatively with teammates to achieve team goals such as game strategies, playing positions, and backing up teammates.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	a. <b>Spatial/ Body Awareness</b>	7.1B demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball.	<i>move appropriately in game situations including staying between opponent and goal, moving between opponent and the ball, positioning to execute a skill such as guarding in basketball, blocking in soccer and volleyball.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	b. <b>Qualities of Movement</b>	7.1C demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking.	<i>perform appropriate speed and generation of force such as running sprints, pacing while running distance (800M or more), jumping, kicking and throwing an object (disc, balls, and/or frisbee).</i>
<b>A.</b> <b>Movement</b>	IV. Rhythms	a. <b>Rhythms</b>	7.1D perform selected folk, country, square, line, creative, and/or aerobic dances.	<i>participate in selected folk, country, square, line, creative, and/or aerobic dances.</i>
<b>A.</b> <b>Movement</b>	IV. Rhythms	a. <b>Rhythms</b>	7.1E design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow.	<i>create and perform dance movements to various tempos including changes in speed, direction, and flow.</i>
<b>A.</b> <b>Movement</b>	V. Games and Sports Skills	g. <b>Various Games/ Sports Activities</b>	7.1F demonstrate, without cue, critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping a volleyball, shooting a basketball, shooting a lay-up, forehand and backhand, striking with a racket or club, or batting.	<i>perform without cue, critical elements in specialized skills related to sports involving throwing for distance/force, serving, passing, shooting, striking and batting such as pitching in softball, serving in volleyball/tennis, and shooting in basketball/soccer.</i>
<b>A.</b> <b>Movement</b>	V. Games and Sports Skills	d. <b>Throwing/ Catching</b>	7.1G combine skills competently to participate in modified versions of team and individual sports.	<i>demonstrate correct skill techniques in modified games and sports such as 3 on 3 basketball, large group activities.</i>
<b>A.</b> <b>Movement</b>	VI. Outdoor Recreation/ Recreational Activities	a. <b>Outdoor Recreation/ Recreational Activities</b>	7.1H demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.	<i>perform introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	b. <b>Qualities of Movement</b>	7.2A 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.	<i>create, modify and practice activities to improve performance such as practice with non-dominant hand, practice specific game situations (offensive/defensive strategies), and practice vertical (high jump, blocking, spiking, jump shot, lay-ups) and horizontal jumps (long jumps, triple jumps).</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	a. <b>Spatial/ Body Awareness</b>	7.2B identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving.	<i>explain and demonstrate similar movements within various sports such as overhand throw in softball and basketball, toss-up serve in tennis and volleyball, underhand pitch and bowling a ball.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	b. <b>Qualities of Movement</b>	7.2C describe the importance of goal setting in improving skill.	<i>explain the importance of goal setting in improving skills such as increasing the number of successful attempts.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	b. <b>Qualities of Movement</b>	7.2D detect and correct errors in personal or partner's skill performance.	<i>recognize appropriate feedback for personal or partner's skill performance such as stepping with opposite foot when throwing.</i>

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<b>A. Movement</b>	I. Movement Concepts	b. <b>Qualities of Movement</b>	<b>7.2E make appropriate changes in performance based on feedback.</b>	<i>apply changes to performance based on feedback from state-mandated fitness assessment, teachers, peers and self-analysis.</i>
<b>A. Movement</b>	I. Movement Concepts	b. <b>Qualities of Movement</b>	<b>7.2F identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support.</b>	<i>describe and practice basic biomechanical principles including lowering the center of gravity and widening the base of support to increase stability.</i>
<b>A. Movement</b>	I. Movement Concepts	c. <b>Relationships</b>	<b>7.2G use basic offensive and defensive strategies while playing a modified version of a sport.</b>	<i>apply basic offensive and defensive strategies while playing a modified version of a sport such as lead-up games for volleyball, basketball, soccer or softball.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	f. <b>Opportunities for Physical Activity</b>	<b>7.3A participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities.</b>	<i>participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities such as intramurals, athletic, clubs, recreational leagues, Boy/Girl scout and YMCA activities, and church leagues.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	e. <b>Lifelong Fitness</b>	<b>7.3B identify favorite lifelong physical activities.</b>	<i>discuss, introduce, or perform a variety of lifelong physical activities to increase awareness.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	b. <b>Moderate/ Vigorous Physical Activity</b>	<b>7.3C participate in moderate to vigorous health-related physical activities on a regular basis.</b>	<i>practice in moderate to vigorous health-related activities such as performing, speed walking, jogging, running, individual and team sports on a regular basis.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	g. <b>Goal Setting</b>	<b>7.3D evaluate personal fitness goals and make appropriate changes for improvement.</b>	<i>establish personal fitness goals and make appropriate changes for improvement by applying learned fitness concepts such as increasing frequency, intensity and time.</i>
<b>B. Health Related</b>	VIII. Health and Skill-Related Fitness Technology	a. <b>Technology</b>	<b>7.3E select and use appropriate technology tools to evaluate, monitor, and improve physical development.</b>	<i>describe and implement technology tools to evaluate, monitor, and improve physical development such as heart rate monitors, body fat analyzers and pedometers.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	a. <b>Benefits of Physical Activity</b>	<b>7.4A list long-term physiological and psychological benefits that may result from regular participation in physical activity.</b>	<i>describe long-term physiological and psychological benefits that may result from regular participation in physical activity such as increased energy/endurance levels and improved self esteem/image.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	b. <b>Physiological Effects of Exercise</b>	<b>7.4B assess physiological effects of exercise during and after physical activity.</b>	<i>measure and evaluate physiological effects of exercise during and after physical activity such as monitoring heart rate and recovery.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	a. <b>Fitness Components</b>	<b>7.4C match personal physical activities to health-related fitness components.</b>	<i>apply personal physical activities to health-related fitness components in state-mandated testing tool.</i>

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<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>d. Cardio-Respiratory System</b>	<b>7.4D analyze the strength and weaknesses of selected physical activities.</b>	<i>categorize the strength and weaknesses of selected physical activities including weight training, walking/jogging, and swimming.</i>
<b>B. Health Related</b>	VI. Nutrition	<b>a. Nutrition</b>	<b>7.4E identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.</b>	<i>describe the role of proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>c. FITT: Frequency, Intensity, Time, and Type</b>	<b>7.4F 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.</b>	<i>describe training principles to enhance performance in flexibility, muscular strength and endurance and cardio-respiratory endurance to include the following: Frequency - at least 3 times a week; Intensity - how hard to train; Time - at least 20 - 30 minutes; Overload - to train harder each time; Progression - to train a little more each time and Specificity - train on a specific fitness skill.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>g. Stress Management</b>	<b>7.4G describe and predict the effects of fitness-related stress management techniques on the body.</b>	<i>identify and discuss the effects of fitness-related stress management techniques on the body such as routine physical activity, proper rest, and positive nutritional habits.</i>
<b>B. Health Related</b>	V. Healthy Lifestyles	<b>a. Active vs. Inactive Lifestyle</b>	<b>7.4H explain the effects of eating and exercise patterns on weight control, self-concept and physical performance.</b>	<i>describe the effects of eating and exercise patterns on weight control, self-concept and physical performance.</i>
<b>B. Health Related</b>	VII. Risk Behaviors	<b>a. Substance Abuse</b>	<b>7.4I recognize the effects of substance abuse on personal health and performance in physical activity.</b>	<i>identify how substance abuse affects physical performance such as balance, coordination, heart rate, fatigue, dehydration and stress.</i>
<b>B. Health Related</b>	I. Safety	<b>c. Equipment Safety</b>	<b>7.5A use equipment safely and properly.</b>	<i>use equipment safely and properly including follow directions when using equipment in all PE classes and move safely in activity areas.</i>
<b>B. Health Related</b>	I. Safety	<b>b. Proper Attire and Equipment</b>	<b>7.5B select and use proper attire that promotes participation and prevents injury.</b>	<i>select and use proper attire that promotes participation and prevents injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing, closed toe/closed heel rubber sole shoes, shorts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>
<b>B. Health Related</b>	I. Safety	<b>e. Precautions</b>	<b>7.5C 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.</b>	<i>demonstrate warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as inclement weather (e.g., wind, cold, heat, ozone alerts, lightning) and insects and recommend prevention and treatment such as insect repellent and sunscreen.</i>
<b>B. Health Related</b>	I. Safety	<b>d. Risks</b>	<b>7.5D analyze exercises for their effects on the body such as beneficial/potentially dangerous.</b>	<i>examine the effects of exercise on the body such as abdominal strength (beneficial: bent knee curl-ups; potentially dangerous: straight leg curl-ups).</i>

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<b>B.</b> <b>Health Related</b>	I. Safety	h. <b>Environmental</b>	<b>7.5E recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.</b>	<i>describe harmful effects and recommended treatment procedures of the sun such as sunburn, skin cancer, heatstroke, heat exhaustion, and heat cramps.</i>
<b>C.</b> <b>Social</b>	I. Safety	a. <b>Rules, Procedures and Etiquette</b>	<b>7.6A distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating.</b>	<i>follow rules, demonstrate good sportsmanship, self-officiate and respect consequences for the game being played.</i>
<b>A.</b> <b>Movement</b>	V. Games and Sports Skills	c. <b>Relationships</b>	<b>7.6B 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.</b>	<i>explain the fundamental components and strategies used in net/wall, invasion, target, and fielding games such as volleyball, flag football, tennis, badminton. Include alternating the speed and direction of the ball, fakes, give and go, concentration, feeling the movement, and backing up other players.</i>
<b>C.</b> <b>Social</b>	II. Cooperation and Respect	d. <b>Conflict Resolution</b>	<b>7.7A solve problems in physical activities by analyzing causes and potential solutions.</b>	<i>discuss and examine causes of potential problems that may occur during sport and physical activities.</i>
<b>C.</b> <b>Social</b>	II. Cooperation and Respect	c. <b>Teamwork</b>	<b>7.7B work cooperatively in a group to achieve group goals in competitive as well as cooperative settings.</b>	<i>work cohesively in a group to achieve specific goals and increase success.</i>
<b>C.</b> <b>Social</b>	II. Cooperation and Respect	a. <b>Rules, Strategies and Officiating</b>	<b>7.7C accept decisions made by game officials such as students, teachers, and officials outside the school.</b>	<i>demonstrate self-responsibility and fair play while participating in sport activities and other physical activities.</i>
<b>C.</b> <b>Social</b>	III. Goal Setting	a. <b>Skill Development</b>	<b>7.7D use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.</b>	<i>work positively with friends/partners to achieve individual and team goals.</i>
<b>C.</b> <b>Social</b>	III. Goal Setting	c. <b>Peer Networking</b>	<b>7.7E recognize the role of games, sports, and dance in getting to know and understand others.</b>	<i>explain that involvement in games and physical activities provides social benefits such as getting to know other people.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	a. <b>Spatial/ Body Awareness</b>	<b>7.L001 perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences.</b>	<i>demonstrate proper technique in executing footwork in various approaches and sequences, such as participating in stunts and tumbling, performing triple jump and high jump, jump rope, rhythms and dance routines.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	a. <b>Spatial/ Body Awareness</b>	<b>7.L002 travel and move smoothly into weight transfers from feet to hands.</b>	<i>perform activities such as one leg up, then the other with hands on the floor; mule kicks, cartwheels and round-offs.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	b. <b>Qualities of Movement</b>	<b>7.L003 demonstrate attention to form, power, accuracy, and follow-through in performing movement skills.</b>	<i>perform the proper sequence of steps in activities such as rhythms, sports (individual and team), recreation (hiking, biking, rock wall climbing) activities.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	d. <b>Conditioning Fitness</b>	<b>7.L004 participate in an appropriate conditioning program for selected activities.</b>	<i>participate in a conditioning program that is appropriate for health-related fitness, sport-related fitness or rhythmic activities.</i>
<b>A.</b> <b>Movement</b>	II. Non- Locomotor Skills	a. <b>Balance</b>	<b>7.L005 demonstrate controlled balance in a variety of objects and sports specific situations.</b>	<i>demonstrate controlled balance in a variety of activities such as scooters, stabilities balls, tumbling, pyramids, rebounding and landing jumps.</i>

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I. Movement	III. Locomotor Skills	a. Basic Locomotor Skills	7.L006 perform locomotor skills in dynamic fitness, sport, and rhythmic activities.	<i>incorporate locomotor skills in physical activities such as task stations, fitness warm-ups, sports specific drills and rhythmic activities.</i>
A. Movement	III. Locomotor Skills	a. Basic Locomotor Skills	7.L007 demonstrate proper jumping and landing techniques related to sports skills and rhythmic activities.	<i>perform jumping skills such as basketball rebounding, volleyball blocking, soccer goalie skills, line dances and jump rope routines.</i>
A. Movement	III. Locomotor Skills	b. Jump Rope Skills	7.L008 design and perform a jump rope routine.	<i>create and perform a jump rope routine including changes in speed, direction, and flow.</i>
A. Movement	V. Games and Sports Skills	a. Rolling	7.L009 demonstrate rolling techniques as they relate to sports skills and safety.	<i>practice safe rolling techniques while performing skill-related activities such as volleyball dig.</i>
B. Health Related	I. Safety	a. Personal Safety	7.L010 describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity.	<i>demonstrate safety procedures during warm-ups, activities, cool down and stretching.</i>
B. Health Related	I. Safety	g. Basic First Aid	7.L011 describe basic first aid procedures.	<i>discuss and demonstrate basic first aid procedures for sprains and strains, RICE (rest, ice, compression and elevation) principle and universal precautions.</i>
B. Health Related	I. Safety	i. Water Safety	7.L012 explain water safety and basic rescue procedures.	<i>describe and evaluate water safety and basic rescue procedures such as those established by the American Red Cross.</i>
B. Health Related	II Anatomy and Physiology	a. Muscular/ Skeletal Systems	7.L013 describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing.	<i>discuss how the muscular and skeletal systems work together to allow for movement.</i>
B. Health Related	II Anatomy and Physiology	b. Heart Rate	7.L014 analyze effects of exercise on heart rate through the use of manual pulse checking and recovery rates, heart rate monitors, perceived exertion scales, and/or computer generated data.	<i>evaluate personal level of exertion while exercising using various techniques such as heart rate monitors, pedometers, pulse bars, manual pulse check and or fitnessgram assessment.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	a. Fitness Components	7.L015 compare and contrast health-related and skill-related fitness.	<i>differentiate health- and skill-related fitness such as balance to flexibility and speed to muscular endurance.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	f. Opportunities for Physical Activity	7.L016 identify opportunities in the school and community for regular participation in physical activity.	<i>locate recreational leagues, intramurals and athletic competitive teams near your school.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	f. Opportunities for Physical Activity	7.L017 describe and select physical activities that provide for enjoyment and challenge.	<i>promote physical activities that you would enjoy doing such as dance, yoga, skate boarding and bicycle riding.</i>

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<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>c. Rest, Sleep, and Recovery Time</b>	<b>7.L018 explain how recovery time can provide insight into one's fitness level (time needed to return to resting HR).</b>	<i>describe and demonstrate recommended recovery times for various physical activities such as weight lifting, jogging, etc.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>d. Muscular Strength and Endurance</b>	<b>7.L019 develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs.</b>	<i>participate in activities that develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back and legs such as straight body push-ups, curl-ups, trunk lift and squats.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>e. Flexibility</b>	<b>7.L020 maintain healthy levels of flexibility.</b>	<i>continue and/or increase healthy levels of flexibility.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>f. Posture</b>	<b>7.L021 explain how to prevent skeletal problems, such as low bone density and curvature of the spine.</b>	<i>describe the importance of exercise and calcium intake throughout the lifespan, as well as maintaining muscular balance/flexibility in prevention of scoliosis and back injuries.</i>
<b>B. Health Related</b>	VI. Nutrition	<b>b. Healthy Foods</b>	<b>7.L022 plan and design healthy menus for a week.</b>	<i>design a healthy and balanced menu for one week.</i>
<b>B. Health Related</b>	VI. Nutrition	<b>c. Consumerism</b>	<b>7.L023 recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.</b>	<i>identify and discuss how media tries to influence consumer decisions on healthy lifestyles.</i>
<b>B. Health Related</b>	VII. Risk Behaviors	<b>a. Substance Abuse</b>	<b>7.L024 analyze ways outside influences affect decisions about care of the body such as alcohol and tobacco advertising and peer pressure.</b>	<i>examine the ways outside influences affect decisions about care of the body including alcohol and tobacco advertising and peer pressure.</i>
<b>C. Social</b>	I. Safety	<b>a. Rules, Procedures, and Etiquette</b>	<b>7.L025 participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.</b>	<i>demonstrate knowledge of safety procedures, appropriate equipment use and good sportsmanship when creating rules for games and activities.</i>
<b>C. Social</b>	II. Cooperation and Respect	<b>b. Sportsmanship Etiquette</b>	<b>7.L026 accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice.</b>	<i>recognize and respect individual abilities and limitations.</i>
<b>C. Social</b>	III. Goal Setting	<b>b. Game Strategies</b>	<b>7.L027 modify game/physical activities if needed to improve participation and success.</b>	<i>adjust activities to ensure maximum participation using strategies such as verbal cues, demonstrations, practice stations and a variety of equipment.</i>