

TAHPERD
Texas Physical Education TEKS Framework
Individual Sports TEKS and Specificity

| Strand | Topic | Theme | TEKS | Specificity |
|----------------------|---|---|--|--|
| | | | The student is expected to: | The student is expected to: |
| A. Movement | V. Games and Sports Skills | g. Various Games/ Sports Activities | IS.1A exhibit a level of competency in two or more individual sports that include aquatics, archery, badminton, bicycling, bowling, gymnastics, golf, handball, racquetball, self-defense, table tennis, track and field, weight training, or wrestling. | <i>demonstrate knowledge of skill progression. Recognize and practice following the safety rules and application of strategies and sport-specific rules.</i> |
| A. Movement | I. Movement Concepts | c. Relationships | IS.1B consistently perform skills and strategies and follow rules at a basic level of competency. | demonstrate a successful level of skill, such as in tennis serving and striking, using the forehand and backhand. Apply safety guidelines during activity and execute an understanding of the rules of the game/sport. |
| A. Movement | I. Movement Concepts | b. Qualities of Movement | IS.2A use internal and external information to modify movement during performance. | <i>perform specific skill movements with an ability to recognize and correct techniques individually and through guided instruction such as correcting a golf swing.</i> |
| A. Movement | I. Movement Concepts | b. Qualities of Movement | IS.2B describe appropriate practice procedures to improve skill and strategy in a sport. | <i>explain and implement appropriate practices and procedures to improve skills and strategies in various individual sports activities.</i> |
| A. Movement | I. Movement Concepts | d. Conditioning Fitness | IS.2C develop an appropriate conditioning program for the selected sport. | <i>create an appropriate conditioning program to include agility, speed, power, coordination, balance, flexibility, aerobic capacity, muscular strength and endurance.</i> |
| A. Movement | I. Movement Concepts | a. Spatial/ Body Awareness | IS.2D identify correctly the critical elements for successful performance of a sport skill. | <i>describe critical elements for success in the performance of archery (stance, aim, and release), tennis/golf (ready stance, swings and follow through).</i> |
| C. Social | II. Cooperation and Respect | c. Teamwork | IS.3A acknowledge good play from an opponent during competition. | <i>demonstrate good sportsmanship through verbal and non-verbal recognition.</i> |
| C. Social | II. Cooperation and Respect | a. Rules, Strategies, and Officiating | IS.3B accept the roles and decisions of officials. | <i>demonstrate self-responsibility and fair play while participating in sport activities and other physical activities.</i> |
| C. Social | II. Cooperation and Respect | a. Rules, Strategies, and Officiating | IS.3C demonstrate officiating techniques. | <i>practice officiating techniques such as hand signals by applying them in a game situation.</i> |
| C. Social | IV. Social Studies | a. History | IS.3D research and describe the historical development of an individual sport. | <i>appreciate and recognize the development of rules through chronological history including founders, country of origination, and original rules.</i> |
| B. Health Related | III. Health and Skill-Related Fitness Concepts | f. Opportunities for Physical Activity | IS.4A select and participate in individual sports that provide for enjoyment and challenge. | <i>choose and participate in individual sports activities that promote enjoyment and challenge such as tennis, badminton, golf and swimming.</i> |
| B. Health Related | III. Health and Skill-Related Fitness Concepts | a. Fitness Components | IS.4B analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. | <i>critique data after participating in pre-testing, goal setting and post-testing fitness activities for cardiovascular endurance, muscular strength and endurance, flexibility and body composition.</i> |

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| B. Health Related | III. Health and Skill-Related Fitness Concepts | d. Cardio-Respiratory System | IS.4C analyze and compare health and fitness benefits derived from participating in selected individual sports. | <i>evaluate the health and fitness benefits from various individual sports such as weight training, tennis, swimming, golf and badminton.</i> |
| B. Health Related | III. Health and Skill-Related Fitness Concepts | g. Goal Setting | IS.4D establish realistic yet challenging health-related fitness goals for selected individual sports. | <i>develop practical and challenging health-related fitness goals such as flexibility, cardiovascular endurance, muscular strength and endurance and body composition.</i> |
| B. Health Related | III. Health and Skill-Related Fitness Concepts | g. Goal Setting | IS.4E explain the inter-relatedness between selected individual sports and a personal fitness program. | <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. Health Related | III. Health and Skill-Related Fitness Concepts | c. FITT: Frequency, Intensity, Time and Type | IS.4F describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio-respiratory endurance. | <i>explain the FITT principle.</i> |
| B. Health Related | VII. Risk Behaviors | a. Substance Abuse | IS.4G explain the effects of substance abuse on personal health and performance in physical activity such as side effects of steroid use. | <i>describe and explain how substance abuse affects physical performance such as balance, coordination, heart rate, fatigue, dehydration and stress.</i> |
| B. Health Related | I. Safety | d. Risks | IS.5A evaluate risks and safety factors that may affect individual sport preferences. | <i>analyze the risks and safety factors that may affect individual sports activities such as proper attire, warm-up and cool-down activities.</i> |
| B. Health Related | I. Safety | c. Equipment Safety | IS.5B identify and follow safety procedures when participating in individual sports. | <i>describe and implement safety procedures at all times in individual sports activities when using equipment and following directions.</i> |
| B. Health Related | I. Safety | a. Personal Safety | IS.5C describe equipment and practices that prevent or reduce injuries. | <i>implement safety procedures while participating in all physical activities including warm-up, cool-down and proper attire.</i> |
| C. Social | III. Goal Setting | a. Skill Development | IS.6A evaluate personal skills and set realistic goals for improvement. | <i>demonstrate the ability to monitor and adjust skills to meet personal physical activity needs.</i> |
| C. Social | II. Cooperation and Respect | d. Conflict Resolution | IS.6B respond to challenges, successes, and failures in physical activities in socially appropriate ways. | <i>demonstrate good sportsmanship, emphasize the process of striving to reach a goal, focus on individual fitness or skill level and celebrate achievement.</i> |
| C. Social | II. Cooperation and Respect | b. Sportsmanship Etiquette | IS.6C accept successes and performance limitations of self and others. | <i>recognize and respect individual abilities and limitations.</i> |
| C. Social | I. Safety | a. Rules, Procedures and Etiquette | IS.6D anticipate potentially dangerous consequences of participating in selected individual sports. | <i>understand and apply safety practices such as swinging clubs in designated area, aim and release arrows on cue, etc.</i> |
| C. Social | I. Safety | a. Rules, Procedures, and Etiquette | IS.6E demonstrate responsible behavior in individual sports such as playing by the rules, accepting lack of skill in others. | <i>participate with opponents of varied skill levels in individual sports such as archery, badminton, golf, and tennis, etc. Play by the rules and use proper etiquette and sportsmanship.</i> |

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| A. Movement | I. Movement Concepts | a. Spatial/ Body Awareness | IS.L001 apply personal and group spatial concepts when participating in all physical activities. | <i>incorporate appropriate spatial concepts in movement activities such as moving in different directions and levels and in variance of speed.</i> |
| A. Movement | I. Movement Concepts | b. Qualities of Movement | IS.L002 recognize that improvement is possible with appropriate practice. | <i>recognize and understand that improvement is based upon appropriate time on task such as setting aside time to practice skills during and outside of class time.</i> |
| A. Movement | I. Movement Concepts | b. Qualities of Movement | IS.L003 identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability. | <i>describe and practice basic biomechanical principles including lowering the center of gravity and widening the base of support to increase stability.</i> |
| A. Movement | I. Movement Concepts | b. Qualities of Movement | IS.L004 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> |
| A. Movement | I. Movement Concepts | c. Relationships | IS.L005 demonstrate the ability to work with a partner in dual sports. | <i>participate with partner in tennis, badminton, table tennis, handball, and racquetball.</i> |
| B. Health Related | I. Safety | b. Proper Attire and Equipment | IS.L006 select and use proper attire that promotes participation and prevents injury. | <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. Health Related | III. Health and Skill-Related Fitness Concepts | a. Fitness Components | IS.L007 identify and apply the health-related fitness principles to outdoor activities. | <i>evaluate methods of measuring health-related fitness including the state-mandated fitness assessment using various tools such as activity logs, journals and online teaching.</i> |
| B. Health Related | III. Health and Skill-Related Fitness Concepts | f. Opportunities for Physical Activity | IS.L008 identify individual sports that achieve health-related fitness goals in both school and community settings. | <i>name individual sports activities that are available in both school and community settings that promote health-related fitness goals such as tennis, golf and swimming.</i> |
| B. Health Related | III. Health and Skill-Related Fitness Concepts | f. Opportunities for Physical Activity | IS.L009 participate regularly in individual sports activities. | <i>participate on a regular basis in individual sport activities such as tennis, golf and swimming.</i> |
| B. Health Related | IV. Health and Skill-Related Fitness Benefits | a. Benefits of Physical Activity | IS.L010 show evidence of developing and maintaining health-related fitness. | <i>participate in the state fitness assessment tool on a regular basis and participate in physical activities that promote fitness.</i> |
| B. Health Related | V. Healthy Lifestyles | a. Active vs. Inactive Lifestyle | IS.L011 explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance. | <i>describe the effects of eating and exercise patterns on weight control, self-concept and physical performance.</i> |
| B. Health Related | VIII. Health and Skill-Related Fitness Technology | a. Technology | IS.L012 select and use appropriate technology tools to evaluate, monitor, and improve physical development. | <i>describe and implement technology tools to evaluate, monitor, and improve physical development such as heart rate monitors, body fat analyzers and pedometers.</i> |

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| C. Social | III. Goal Setting | b. Game Strategies | IS.L013 modify game/physical activities if needed to improve participation and success. | <i>adjust activities to ensure maximum participation using strategies such as verbal cues, demonstrations, practice stations and a variety of equipment.</i> |