

Junior High School Physical Education TEKS  
7th Grade: 116.27(b) Knowledge and Skills

Name of Provider: \_\_\_\_\_ Type of Activity: \_\_\_\_\_

(Type or place an "X" in the box next to all that apply)

<b>(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement</b>	
<input type="checkbox"/>	(A) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities
<input type="checkbox"/>	(A) apply correct jumping and landing technique during dynamic activities, game situations, and sports
<b>(2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement</b>	
<input type="checkbox"/>	(A) move between positions with controlled balance during dynamic activities, game situations, and sports
<input type="checkbox"/>	(B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports
<b>(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally</b>	
<input type="checkbox"/>	(A) apply correct throwing techniques with distance, power, and accuracy while both partners are moving during dynamic activities, game situations, and sports
<input type="checkbox"/>	(B) apply correct catching technique with a variety of objects from different levels and trajectories during dynamic activities, game situations, and sports
<input type="checkbox"/>	(C) apply offensive and defensive patterns in game strategies while hand dribbling
<input type="checkbox"/>	(D) apply offensive and defensive foot dribbling strategies during game situations and sports
<input type="checkbox"/>	(E) apply correct technique in kicking and punting with control, distance, and accuracy during game situations and sports
<input type="checkbox"/>	(F) apply correct technique in volleying with both control and accuracy during game situations and sports
<input type="checkbox"/>	(G) apply correct technique when striking an object with speed, accuracy, force, and distance during game situations and sports
<input type="checkbox"/>	(H) create and perform a jump rope routine using a variety of skills that require agility, speed, and endurance
<b>(4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body</b>	
<input type="checkbox"/>	(A) execute the appropriate use of open space and closing space during dynamic activities, games, and sports
<input type="checkbox"/>	(B) execute the appropriate use of speed, direction, and force with or without an implement during dynamic activities, games, and sports
<b>(5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and</b>	
<b>(6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target,</b>	
<input type="checkbox"/>	(A) apply offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports
<input type="checkbox"/>	(B) apply combinations or sequences of game skills to achieve individual or team goals
<input type="checkbox"/>	(C) demonstrate self-responsibility and appropriate sporting behavior in game situations and sports
<b>(7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational</b>	
<b>(8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically</b>	
<input type="checkbox"/>	(A) analyze the long-term benefits of moderate to vigorous physical activity on overall health and wellness
<input type="checkbox"/>	(B) apply basic frequency, intensity, time, and type (FITT) principle in a variety of aerobic and anaerobic activities
<input type="checkbox"/>	(C) apply health-related and skill-related fitness components and explain how each component impacts personal fitness
<b>(9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during</b>	
<input type="checkbox"/>	(A) create a collaborative physical fitness plan to target areas for improvement in health-related fitness
<input type="checkbox"/>	(B) monitor and evaluate personal fitness goals and make appropriate changes for improvement
<b>(10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration,</b>	
<input type="checkbox"/>	(A) evaluate healthy food choices that show a balanced daily intake of macronutrients to enhance physical performance
<input type="checkbox"/>	(B) analyze and determine the appropriate times to consume traditional sports drinks that have the appropriate carbohydrate and sodium content
<b>(11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in</b>	
<input type="checkbox"/>	(A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports
<input type="checkbox"/>	(B) perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety
<b>(12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal</b>	
<input type="checkbox"/>	(A) discuss the importance of and accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports
<input type="checkbox"/>	(B) analyze self-management skills to demonstrate self-control of impulses and emotions, without cue, during game situations and sports
<b>(13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict</b>	
<input type="checkbox"/>	(A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding
<input type="checkbox"/>	(B) communicate effectively to enhance healthy interactions while settling disagreements
<input type="checkbox"/>	(C) demonstrate empathy and mutual respect for the feelings of others

<b>(14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to develop</b>	
<b>(15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive</b>	
<b>(16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:</b>	
	(A) implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis
	(B) evaluate self-selected physical activities for personal enjoyment