

**§116.23. Physical Education, Grade 7, Texas Essential Knowledge and Skills**

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

(Type an "x" in the box next to all that apply)

<b>(1) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:</b>	
<input type="checkbox"/>	(A) Coordinate movements with teammates to achieve team goals.
<input type="checkbox"/>	(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.
<input type="checkbox"/>	(C) Demonstrate appropriate speed & generation of force such as running sprints, running distance, throwing a disc,
<input type="checkbox"/>	(D) Perform selected folk, country, square, line, creative, and/or aerobic dances.
<input type="checkbox"/>	(E) design & perform sequences of dance steps/movements in practiced sequences with intentional changes in speed,
<input type="checkbox"/>	(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.
<input type="checkbox"/>	(G) Combine skills competently to participate in modified versions of team and individual sports;.
<input type="checkbox"/>	(H) Demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.
<b>(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:</b>	
<input type="checkbox"/>	(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.
<input type="checkbox"/>	(B) Identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving.
<input type="checkbox"/>	(C) Describe the importance of goal setting in improving skill.
<input type="checkbox"/>	(D) Detect and correct errors in personal or partner's skill performance.
<input type="checkbox"/>	(E) Make appropriate changes in performance based on feedback.
<input type="checkbox"/>	(F) Identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support.
<input type="checkbox"/>	(G) Use basic offensive and defensive strategies while playing a modified version of a sport.
<b>(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:</b>	
<input type="checkbox"/>	(A) Participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests
<input type="checkbox"/>	(B) Identify favorite lifelong physical activities.
<input type="checkbox"/>	(C) Participate in moderate to vigorous health-related physical activities on a regular basis.
<input type="checkbox"/>	(D) Evaluate personal fitness goals and make appropriate changes for improvement.
<input type="checkbox"/>	(E) Select and use appropriate technology tools to evaluate, monitor, and improve physical development.
<b>(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:</b>	
<input type="checkbox"/>	(A) List long term physiological and psychological benefits that may result from regular participation in physical activity.
<input type="checkbox"/>	(B) Assess physiological effects of exercise during and after physical activity.
<input type="checkbox"/>	(C) Match personal physical activities to health-related fitness components.
<input type="checkbox"/>	(D) Analyze the strength and weaknesses of selected physical activities.
<input type="checkbox"/>	(E) Identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.
<input type="checkbox"/>	(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.
<input type="checkbox"/>	(G) Describe and predict the effects of fitness-related stress management techniques on the body.
<input type="checkbox"/>	(H) Explain the effects of eating and exercise patterns on weight control, self-concept and physical performance.
<input type="checkbox"/>	(I) Recognize the effects of substance abuse on personal health and performance in physical activity.
<b>(5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:</b>	
<input type="checkbox"/>	(A) Use equipment safely and properly.
<input type="checkbox"/>	(B) Select and use proper attire that promotes participation and prevents injury.
<input type="checkbox"/>	(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.
<input type="checkbox"/>	(D) Analyze exercises for their effects on the body such as beneficial/potentially dangerous.
<input type="checkbox"/>	(E) Recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.
<b>(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:</b>	
<input type="checkbox"/>	(A) Distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating.
<input type="checkbox"/>	(B) Describe fundamental components & strategies used in net/wall, invasion, target, & fielding games such as net/wall alternating the speed & direction of the ball, invasion-fakes, give and go, target-concentration, feel the movement.
<b>(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:</b>	
<input type="checkbox"/>	(A) Solve problems in physical activities by analyzing causes and potential solutions.
<input type="checkbox"/>	(B) Work cooperatively in a group to achieve group goals in competitive as well as cooperative settings.
<input type="checkbox"/>	(C) Accept decisions made by game officials such as student, teachers, and officials outside the school.
<input type="checkbox"/>	(D) Use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams.
<input type="checkbox"/>	(E) Recognize the role of games, sport, and dance in getting to know and understand others.

I certify that I have checked the boxes to accurately reflect the skills covered in my Off-Campus PE program.

Provider Signature: \_\_\_\_\_