

**1st Nine Weeks**

**TEKS Subject: Movement**

**TEKS Strand: Movement Patterns and Form**

<b>7th Grade TEKS</b>	<b>District Focus and Resources</b>	<b>8th Grade TEKS</b>	<b>District Focus and Resources</b>
7.1 Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:	<u><b>Team Sports</b></u> Volleyball Football Kickball  <u><b>Individual Sports</b></u> 4-Square	8.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:	<u><b>Team Sports</b></u> Volleyball Football Kickball  <u><b>Individual Sports</b></u> 4-Square
(A) coordinate movements with teammates to achieve team goals;	Volleyball Football Kickball 4-Square	(A) coordinate movements with team mates to achieve team goals;	
(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;	Football	(B) demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;	Football
(C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking;	Football Kickball	(C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking;	Football Kickball
(D) perform selected folk, country, square, line, creative, and/or aerobic dances;	Volleyball Football Kickball 4-Square	(D) perform selected folk, country, square, line, creative, and/or aerobic dances;	Volleyball Football Kickball 4-Square
(E) design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow;	Volleyball Football Kickball 4-Square	(E) design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow;	Volleyball Football Kickball 4-Square
(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;	Volleyball Football Kickball 4-Square	(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;	Volleyball Football Kickball 4-Square
(G) combine skills competently to participate in modified versions of team and individual sports; and	Volleyball Football Kickball 4-Square	(G) combine skills competently to participate in modified versions of team and individual sports; and	Volleyball Football Kickball 4-Square
(H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.	Not Addressed This 9 Weeks	(H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.	Not Addressed This 9 Weeks

**TEKS Strand: Movement Concepts**

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:	<u>Team Sports</u> Volleyball Football Kickball  <u>Individual Sports</u> 4-Square	8.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:	<u>Team Sports</u> Volleyball Football Kickball  <u>Individual Sports</u> 4-Square
(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;	Volleyball	(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, and practice jumps or cartwheels in both directions;	Volleyball
(B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;	Volleyball Football Kickball 4-Square	(B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;	Volleyball Football Kickball 4-Square
(C) describe the importance of goal setting in improving skill;	Volleyball Football	(C) describe the importance of goal setting in improving skill;	Volleyball Football
(D) detect and correct errors in personal or partner's skill performance;	Volleyball Football Kickball 4-Square	(D) detect and correct errors in his/her or partner's skill performance;	Volleyball Football Kickball 4-Square
(E) make appropriate changes in performance based on feedback;		(E) make appropriate changes in performance based on feedback;	
(F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support; and	Volleyball Football 4-Square	(F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability; and	Volleyball Football 4-Square
(G) use basic offensive and defensive strategies while playing a modified version of a sport.	Volleyball Football	(G) use basic offensive and defensive strategies while playing a modified version of a sport.	Volleyball Football

**TEKS Subject: Physical Activity and Health**

**TEKS Strand: Physically Active Lifestyles**

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.3 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:	Walk/Jog Physical Fitness Test	(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:	Walk/Jog Physical Fitness Test
(A) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;		(A) describe and select physical activities that provide for enjoyment and challenge;	Volleyball Football
(B) identify favorite lifelong physical activities;	Walk/Jog	(B) identify opportunities in the school and community for regular participation in physical activity;	Club Sports Walk/Jog Courses Fitness Centers Fun Runs
(C) participate in moderate to vigorous health-related physical activities on a regular basis;	Walk/Jog	(C) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;	Club Sports Walk/Jog Courses Fitness Centers Fun Runs
(D) evaluate personal fitness goals and make appropriate changes for improvement; and	Physical Fitness Test	(D) identify favorite lifelong physical activities;	Walk/Jog

(E) select and use appropriate technology tools to evaluate, monitor, and improve physical development.	Physical Fitness Test	(E) participate in moderate to vigorous physical activity for a sustained period of time on a regular basis;	Walk/Jog
		(F) maintain healthy levels of flexibility;	Walk/Jog Physical Fitness Test
		(G) develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs;	Walk/Jog Physical Fitness Test
		(H) evaluate personal fitness goals and make appropriate changes for improvement; and	Physical Fitness Test
		(I) select and use appropriate technology tools to evaluate, monitor, and improve physical development.	Physical Fitness Test

**TEKS Strand: Physical Activity Factors**

<b>7th Grade TEKS</b>	<b>District Focus and Resources</b>	<b>8th Grade TEKS</b>	<b>District Focus and Resources</b>
7.4 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:	Walk/Jog Health Related Materials	8.4 Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:	Walk/Jog Health Related Materials
(A) list long term physiological and psychological benefits that may result from regular participation in physical activity;	Walk/Jog	(A) list long term physiological and psychological benefits that may result from regular participation in physical activity;	Walk/Jog
(B) assess physiological effects of exercise during and after physical activity;	Walk/Jog	(B) select aerobic exercises and describe the effects on the heart and overall health;	Walk/Jog
(C) match personal physical activities to health-related fitness components;	Walk/Jog	(C) assess physiological effects of exercise during and after physical activity;	Walk/Jog
(D) analyze the strength and weaknesses of selected physical activities;	Walk/Jog	(D) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;	Health Related Materials
(E) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;	Health Related Materials	(E) 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;	Not Addressed This 9 Weeks
(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;	Not Addressed This 9 Weeks	(F) describe and predict the effects of stress management techniques on the body;	Health Related Materials
(G) describe and predict the effects of fitness-related stress management techniques on the body;	Not Addressed This 9 Weeks	(G) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance; and	Health Related Materials
(H) explain the effects of eating and exercise patterns on weight control, self-concept and physical performance; and	Not Addressed This 9 Weeks	(H) recognize the effects of substance abuse on personal health and performance in physical activity.	Health Related Materials

(I) recognize the effects of substance abuse on personal health and performance in physical activity.	Not Addressed This 9 Weeks		
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**TEKS Strand: Safety Practices**

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:	<u><b>Team Sports</b></u> Volleyball Football Kickball  <u><b>Individual Sports</b></u> 4-Square  Walk/Jog	8.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:	<u><b>Team Sports</b></u> Volleyball Football Kickball  <u><b>Individual Sports</b></u> 4-Square  Walk/Jog
(A) use equipment safely and properly;	Volleyball Football Kickball 4-Square Walk/Jog	(A) use equipment safely and properly;	Volleyball Football Kickball 4-Square Walk/Jog
(B) select and use proper attire that promotes participation and prevents injury;	Volleyball Football Kickball 4-Square Walk/Jog	(B) select and use proper attire that promotes participation and prevents injury;	Volleyball Football Kickball 4-Square Walk/Jog
(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;	Volleyball Football Kickball 4-Square Walk/Jog	(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;	Volleyball Football Kickball 4-Square Walk/Jog
(D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and	Walk/Jog	(D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and	Walk/Jog
(E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	Walk/Jog	(E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	Walk/Jog

**TEKS Subject: Social Development**

**TEKS Strand: Structured Physical Activity**

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.6 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:	<u><b>Team Sports</b></u> Volleyball Football Kickball  <u><b>Individual Sports</b></u> 4-Square  Walk/Jog	8.6 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:	<u><b>Team Sports</b></u> Volleyball Football Kickball  <u><b>Individual Sports</b></u> 4-Square  Walk/Jog
(A) distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating; and	Volleyball Football Kickball 4-Square	(A) distinguish between compliance and noncompliance rules and regulations and apply agreed upon consequences when officiating; and	Volleyball Football Kickball 4-Square

(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.	Volleyball Football Kickball 4-Square Walk/Jog	(B) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feeling the movement, and fielding-back up other players.	Volleyball Football Kickball 4-Square Walk/Jog
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**TEKS Strand: Social Skills**

<b>7th Grade TEKS</b>	<b>District Focus and Resources</b>	<b>8th Grade TEKS</b>	<b>District Focus and Resources</b>
7.7 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:	<u><b>Team Sports</b></u> Volleyball Football Kickball <u><b>Individual Sports</b></u> 4-Square	8.7 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:	<u><b>Team Sports</b></u> Volleyball Football Kickball <u><b>Individual Sports</b></u> 4-Square
(A) solve problems in physical activities by analyzing causes and potential solutions;	Volleyball Football Kickball 4-Square	(A) solve problems in physical activities by analyzing causes and potential solutions;	Volleyball Football Kickball 4-Square
(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;	Volleyball Football Kickball 4-Square	(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;	Volleyball Football Kickball 4-Square
(C) accept decisions made by game officials such as student, teachers, and officials outside the school;	Volleyball Football Kickball 4-Square	(C) identify and follow rules while playing sports and games;	Volleyball Football Kickball 4-Square
(D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams; and	Volleyball Football Kickball 4-Square	(D) accept decisions made by game officials including student, teachers, and officials outside the school; and	Volleyball Football Kickball 4-Square
(E) recognize the role of games, sport, and dance in getting to know and understand others.	Volleyball Football Kickball 4-Square	(E) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.	Volleyball Football Kickball 4-Square

## 2nd Nine Weeks

### TEKS Subject: Movement

#### TEKS Strand: Movement Patterns and Form

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.1 Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:	<u>Team Sports</u> Soccer Basketball Floor Hockey  Physical Fitness  Walk/Jog	8.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:	<u>Team Sports</u> Soccer Basketball Floor Hockey  Physical Fitness  Walk/Jog
(A) coordinate movements with teammates to achieve team goals;	Soccer Basketball Floor Hockey	(A) coordinate movements with team mates to achieve team goals;	Soccer Basketball Floor Hockey
(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;	Soccer Basketball Floor Hockey	(B) demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;	Soccer Basketball Floor Hockey
(C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	(C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog
(D) perform selected folk, country, square, line, creative, and/or aerobic dances;	Not Addressed This 9 Weeks	(D) perform selected folk, country, square, line, creative, and/or aerobic dances;	Not Addressed This 9 Weeks
(E) design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow;	Not Addressed This 9 Weeks	(E) design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow;	Not Addressed This 9 Weeks
(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;	Soccer Basketball Floor Hockey	(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;	Soccer Basketball Floor Hockey
(G) combine skills competently to participate in modified versions of team and individual sports; and	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	(G) combine skills competently to participate in modified versions of team and individual sports; and	Soccer Basketball Floor Hockey
(H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.	Walk/Jog	(H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.	Walk/Jog

**TEKS Strand: Movement Concepts**

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:	<u>Team Sports</u> Soccer Basketball Floor Hockey  Physical Fitness  Walk/Jog	8.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:	<u>Team Sports</u> Soccer Basketball Floor Hockey  Physical Fitness  Walk/Jog
(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;	Soccer Basketball Floor Hockey	(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, and practice jumps or cartwheels in both directions;	Soccer Basketball Floor Hockey
(B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;	Soccer Basketball Floor Hockey	(B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;	Soccer Basketball Floor Hockey
(C) describe the importance of goal setting in improving skill;	Physical Fitness Walk/Jog	(C) describe the importance of goal setting in improving skill;	Physical Fitness Walk/Jog
(D) detect and correct errors in personal or partner's skill performance;	Soccer Basketball Floor Hockey	(D) detect and correct errors in his/her or partner's skill performance;	Soccer Basketball Floor Hockey
(E) make appropriate changes in performance based on feedback;	Soccer Basketball Floor Hockey Walk/Jog	(E) make appropriate changes in performance based on feedback;	Soccer Basketball Floor Hockey Walk/Jog
(F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support; and	Soccer Basketball Floor Hockey	(F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability; and	Soccer Basketball Floor Hockey
(G) use basic offensive and defensive strategies while playing a modified version of a sport.	Soccer Basketball Floor Hockey	(G) use basic offensive and defensive strategies while playing a modified version of a sport.	Soccer Basketball Floor Hockey

**TEKS Subject: Physical Activity and Health**

**TEKS Strand: Physically Active Lifestyles**

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.3 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:	<u>Team Sports</u> Soccer Basketball Floor Hockey  Physical Fitness  Walk/Jog	(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:	<u>Team Sports</u> Soccer Basketball Floor Hockey  Physical Fitness  Walk/Jog
(A) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;	Soccer Basketball Floor Hockey	(A) describe and select physical activities that provide for enjoyment and challenge;	Soccer Basketball Floor Hockey
(B) identify favorite lifelong physical activities;	Soccer Basketball Floor Hockey	(B) identify opportunities in the school and community for regular participation in physical activity;	
(C) participate in moderate to vigorous health-related physical activities on a regular basis;	Soccer Basketball Floor Hockey	(C) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;	Soccer Basketball Floor Hockey
(D) evaluate personal fitness goals and make appropriate changes for improvement; and	Physical Fitness	(D) identify favorite lifelong physical activities;	Soccer Basketball Floor Hockey

(E) select and use appropriate technology tools to evaluate, monitor, and improve physical development.	Physical Fitness	(E) participate in moderate to vigorous physical activity for a sustained period of time on a regular basis;	Soccer Basketball Floor Hockey
		(F) maintain healthy levels of flexibility;	
		(G) develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs;	Physical Fitness Walk/Jog
		(H) evaluate personal fitness goals and make appropriate changes for improvement; and	Physical Fitness
		(I) select and use appropriate technology tools to evaluate, monitor, and improve physical development.	Physical Fitness

**TEKS Strand: Physical Activity Factors**

<b>7th Grade TEKS</b>	<b>District Focus and Resources</b>	<b>8th Grade TEKS</b>	<b>District Focus and Resources</b>
7.4 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>Team Sports</b> Soccer Basketball Floor Hockey  Physical Fitness  Walk/Jog	8.4 Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:	<b>Team Sports</b> Soccer Basketball Floor Hockey  Physical Fitness  Walk/Jog
(A) list long term physiological and psychological benefits that may result from regular participation in physical activity;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	(A) list long term physiological and psychological benefits that may result from regular participation in physical activity;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog
(B) assess physiological effects of exercise during and after physical activity;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	(B) select aerobic exercises and describe the effects on the heart and overall health;	Walk/Jog
(C) match personal physical activities to health-related fitness components;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	(C) assess physiological effects of exercise during and after physical activity;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog
(D) analyze the strength and weaknesses of selected physical activities;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	(D) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog
(E) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	(E) 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;	Not Addressed This 9 Weeks
(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;	Not Addressed This 9 Weeks	(F) describe and predict the effects of stress management techniques on the body;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog

(G) describe and predict the effects of fitness-related stress management techniques on the body;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	(G) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance; and	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog
(H) explain the effects of eating and exercise patterns on weight control, self-concept and physical performance; and	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	(H) recognize the effects of substance abuse on personal health and performance in physical activity.	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog
(I) recognize the effects of substance abuse on personal health and performance in physical activity.	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog		

### TEKS Strand: Safety Practices

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:	<b>Team Sports</b> Soccer Basketball Floor Hockey  Physical Fitness  Walk/Jog	8.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:	<b>Team Sports</b> Soccer Basketball Floor Hockey  Physical Fitness  Walk/Jog
(A) use equipment safely and properly;	Soccer Basketball Floor Hockey Walk/Jog	(A) use equipment safely and properly;	Soccer Basketball Floor Hockey Walk/Jog
(B) select and use proper attire that promotes participation and prevents injury;	Soccer Basketball Floor Hockey Walk/Jog	(B) select and use proper attire that promotes participation and prevents injury;	Soccer Basketball Floor Hockey Walk/Jog
(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;	Soccer Basketball Floor Hockey Walk/Jog	(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;	Soccer Basketball Floor Hockey Walk/Jog
(D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and	Soccer Basketball Floor Hockey Walk/Jog	(D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and	Soccer Basketball Floor Hockey Walk/Jog
(E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	Soccer Walk/Jog	(E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	Soccer Walk/Jog

**TEKS Subject: Social Development**

**TEKS Strand: Structured Physical Activity**

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.6 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:	<u>Team Sports</u> Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	8.6 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:	<u>Team Sports</u> Soccer Basketball Floor Hockey Physical Fitness Walk/Jog
(A) distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating; and	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	(A) distinguish between compliance and noncompliance rules and regulations and apply agreed upon consequences when officiating; and	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog
(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.	Soccer Basketball Floor Hockey	(B) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feeling the movement, and fielding-back up other players.	Soccer Basketball Floor Hockey

**TEKS Strand: Social Skills**

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.7 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:	<u>Team Sports</u> Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	8.7 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:	<u>Team Sports</u> Soccer Basketball Floor Hockey Physical Fitness Walk/Jog
(A) solve problems in physical activities by analyzing causes and potential solutions;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	(A) solve problems in physical activities by analyzing causes and potential solutions;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog
(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;		(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog
(C) accept decisions made by game officials such as student, teachers, and officials outside the school;	Soccer Basketball Floor Hockey	(C) identify and follow rules while playing sports and games;	Soccer Basketball Floor Hockey
(D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams; and	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	(D) accept decisions made by game officials including student, teachers, and officials outside the school; and	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog
(E) recognize the role of games, sport, and dance in getting to know and understand others.	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog	(E) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.	Soccer Basketball Floor Hockey Physical Fitness Walk/Jog

### 3rd Nine Weeks

#### TEKS Subject: Movement

#### TEKS Strand: Movement Patterns and Form

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.1 Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:	<u><b>Team Sports</b></u> Basketball Track  <u><b>Physical Fitness</b></u> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	8.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:	<u><b>Team Sports</b></u> Basketball Track  <u><b>Physical Fitness</b></u> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(A) coordinate movements with teammates to achieve team goals;	Basketball	(A) coordinate movements with team mates to achieve team goals;	Basketball
(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;	Basketball	(B) demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;	Basketball
(C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking;	Track Horseshoes	(C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking;	Track Horseshoes
(D) perform selected folk, country, square, line, creative, and/or aerobic dances;	Aerobic Conditioning	(D) perform selected folk, country, square, line, creative, and/or aerobic dances;	Aerobic Conditioning
(E) design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow;	Aerobic Conditioning	(E) design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow;	Aerobic Conditioning
(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;	Basketball Horseshoes	(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;	Basketball Horseshoes
(G) combine skills competently to participate in modified versions of team and individual sports; and	Basketball Track 4-Square Horseshoes	(G) combine skills competently to participate in modified versions of team and individual sports; and	Basketball Track 4-Square Horseshoes
(H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.		(H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.	

## TEKS Strand: Movement Concepts

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:	<b><u>Team Sports</u></b> Basketball Track  <b><u>Physical Fitness</u></b> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	8.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:	<b><u>Team Sports</u></b> Basketball Track  <b><u>Physical Fitness</u></b> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(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;	Basketball Track 4-Square Horseshoes	(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, and practice jumps or cartwheels in both directions;	Basketball Track 4-Square Horseshoes
(B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;	Basketball Track 4-Square Horseshoes	(B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;	Basketball Track 4-Square Horseshoes
(C) describe the importance of goal setting in improving skill;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(C) describe the importance of goal setting in improving skill;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(D) detect and correct errors in personal or partner's skill performance;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(D) detect and correct errors in his/her or partner's skill performance;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(E) make appropriate changes in performance based on feedback;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(E) make appropriate changes in performance based on feedback;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support; and	Basketball Track Horseshoes	(F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability; and	Basketball Track Horseshoes
(G) use basic offensive and defensive strategies while playing a modified version of a sport.	Basketball 4-Square	(G) use basic offensive and defensive strategies while playing a modified version of a sport.	Basketball 4-Square

**TEKS Subject: Physical Activity and Health**

**TEKS Strand: Physically Active Lifestyles**

<b>7th Grade TEKS</b>	<b>District Focus and Resources</b>	<b>8th Grade TEKS</b>	<b>District Focus and Resources</b>
7.3 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:	<u><b>Team Sports</b></u> Basketball Track  <u><b>Physical Fitness</b></u> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(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:	<u><b>Team Sports</b></u> Basketball Track  <u><b>Physical Fitness</b></u> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(A) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;	Basketball Track Weight Training Horseshoes	A) describe and select physical activities that provide for enjoyment and challenge;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(B) identify favorite lifelong physical activities;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(B) identify opportunities in the school and community for regular participation in physical activity;	Club Sports Fitness Center Walk/Jog Courses
(C) participate in moderate to vigorous health-related physical activities on a regular basis;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(C) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;	Basketball Track Weight Training Horseshoes
(D) evaluate personal fitness goals and make appropriate changes for improvement; and	Basketball Track Aerobic Conditioning Walk/Jog	(D) identify favorite lifelong physical activities;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(E) select and use appropriate technology tools to evaluate, monitor, and improve physical development.	Aerobic Conditioning	(E) participate in moderate to vigorous physical activity for a sustained period of time on a regular basis;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
		(F) maintain healthy levels of flexibility;	
		(G) develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs;	
		(H) evaluate personal fitness goals and make appropriate changes for improvement; and	Basketball Track Walk/Jog Aerobic Conditioning

		(I) select and use appropriate technology tools to evaluate, monitor, and improve physical development.	Aerobic Conditioning
<b>TEKS Strand: Physical Activity Factors</b>			
<b>7th Grade TEKS</b>	<b>District Focus and Resources</b>	<b>8th Grade TEKS</b>	<b>District Focus and Resources</b>
7.4 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>Team Sports</b> Basketball Track  <b>Physical Fitness</b> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	8.4 Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:	<b>Team Sports</b> Basketball Track  <b>Physical Fitness</b> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes  <b>Health Related Materials</b>
(A) list long term physiological and psychological benefits that may result from regular participation in physical activity;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(A) list long term physiological and psychological benefits that may result from regular participation in physical activity;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(B) assess physiological effects of exercise during and after physical activity;	Track Aerobic Conditioning Walk/Jog	(B) select aerobic exercises and describe the effects on the heart and overall health;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(C) match personal physical activities to health-related fitness components;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(C) assess physiological effects of exercise during and after physical activity;	Track Aerobic Conditioning Walk/Jog
(D) analyze the strength and weaknesses of selected physical activities;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(D) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;	Health Related Materials Aerobic Conditioning
(E) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;	Aerobic Conditioning	(E) 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;	Weight Training

(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;	Weight Training	(F) describe and predict the effects of stress management techniques on the body;	Aerobic Conditioning Weight Training Walk/Jog
(G) describe and predict the effects of fitness-related stress management techniques on the body;	Aerobic Conditioning Weight Training Walk/Jog	(G) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance; and	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(H) explain the effects of eating and exercise patterns on weight control, self-concept and physical performance; and	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(H) recognize the effects of substance abuse on personal health and performance in physical activity.	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(I) recognize the effects of substance abuse on personal health and performance in physical activity.	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes		

**TEKS Strand: Safety Practices**

<b>7th Grade TEKS</b>	<b>District Focus and Resources</b>	<b>8th Grade TEKS</b>	<b>District Focus and Resources</b>
7.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:	<b>Team Sports</b> Basketball Track  <b>Physical Fitness</b> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	8.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:	<b>Team Sports</b> Basketball Track  <b>Physical Fitness</b> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(A) use equipment safely and properly;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(A) use equipment safely and properly;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(B) select and use proper attire that promotes participation and prevents injury;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(B) select and use proper attire that promotes participation and prevents injury;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes

(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;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(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;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes

**TEKS Subject: Social Development**

**TEKS Strand: Structured Physical Activity**

<b>7th Grade TEKS</b>	<b>District Focus and Resources</b>	<b>8th Grade TEKS</b>	<b>District Focus and Resources</b>
7.6 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:	<u><b>Team Sports</b></u> Basketball Track  <u><b>Physical Fitness</b></u> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	8.6 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:	<u><b>Team Sports</b></u> Basketball Track  <u><b>Physical Fitness</b></u> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(A) distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating; and	Basketball Track 4-Square Horseshoes	(A) distinguish between compliance and noncompliance rules and regulations and apply agreed upon consequences when officiating; and	Basketball Track 4-Square Horseshoes
(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.	Basketball Track	(B) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feeling the movement, and fielding-back up other players.	Basketball Track

<b>TEKS Strand: Social Skills</b>			
<b>7th Grade TEKS</b>	<b>District Focus and Resources</b>	<b>8th Grade TEKS</b>	<b>District Focus and Resources</b>
7.7 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:	<u><b>Team Sports</b></u> Basketball Track  <u><b>Physical Fitness</b></u> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	8.7 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:	<u><b>Team Sports</b></u> Basketball Track  <u><b>Physical Fitness</b></u> Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(A) solve problems in physical activities by analyzing causes and potential solutions;	Basketball Track	(A) solve problems in physical activities by analyzing causes and potential solutions;	Basketball Track
(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(C) accept decisions made by game officials such as student, teachers, and officials outside the school;	Basketball Track	(C) identify and follow rules while playing sports and games;	Basketball Track
(D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams; and	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(D) accept decisions made by game officials including student, teachers, and officials outside the school; and	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes
(E) recognize the role of games, sport, and dance in getting to know and understand others.	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes	(E) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.	Basketball Track Aerobic Conditioning Weight Training Jump Rope Walk/Jog 4-Square Horseshoes

## 4th Nine Weeks

### TEKS Subject: Movement

### TEKS Strand: Movement Patterns and Form

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.1 Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:	<u><b>Team Sports</b></u> Badminton Tennis Volleyball Softball Kickball  <u><b>Individual Sports</b></u> Physical Fitness Walk/Jog Frisbee	8.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:	<u><b>Team Sports</b></u> Badminton Tennis Volleyball Softball Kickball  <u><b>Individual Sports</b></u> Physical Fitness Walk/Jog Frisbee
(A) coordinate movements with teammates to achieve team goals;	Badminton Tennis Volleyball Softball Kickball	(A) coordinate movements with team mates to achieve team goals;	Badminton Tennis Volleyball Softball Kickball
(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;	Badminton Tennis Volleyball Softball Kickball	(B) demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;	Badminton Tennis Volleyball Softball Kickball
(C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking;	Badminton Tennis Volleyball Softball Kickball	(C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking;	Badminton Tennis Volleyball Softball Kickball
(D) perform selected folk, country, square, line, creative, and/or aerobic dances;	Physical Fitness	(D) perform selected folk, country, square, line, creative, and/or aerobic dances;	Physical Fitness
(E) design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow;	Physical Fitness	(E) design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow;	Physical Fitness
(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;	Badminton Tennis Volleyball Softball Kickball	(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;	Badminton Tennis Volleyball Softball Kickball
(G) combine skills competently to participate in modified versions of team and individual sports; and	Badminton Tennis Volleyball Softball Kickball	(G) combine skills competently to participate in modified versions of team and individual sports; and	Badminton Tennis Volleyball Softball Kickball
(H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.	None	(H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.	None

<b>TEKS Strand: Movement Concepts</b>			
<b>7th Grade TEKS</b>	<b>District Focus and Resources</b>	<b>8th Grade TEKS</b>	<b>District Focus and Resources</b>
7.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:	<u><b>Team Sports</b></u> Badminton Tennis Volleyball Softball Kickball  <u><b>Individual Sports</b></u> Physical Fitness Walk/Jog Frisbee	8.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:	<u><b>Team Sports</b></u> Badminton Tennis Volleyball Softball Kickball  <u><b>Individual Sports</b></u> Physical Fitness Walk/Jog Frisbee
(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;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(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, and practice jumps or cartwheels in both directions;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;	Badminton Tennis Volleyball Softball Kickball	(B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;	Badminton Tennis Volleyball Softball Kickball
(C) describe the importance of goal setting in improving skill;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(C) describe the importance of goal setting in improving skill;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(D) detect and correct errors in personal or partner's skill performance;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(D) detect and correct errors in his/her or partner's skill performance;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(E) make appropriate changes in performance based on feedback;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(E) make appropriate changes in performance based on feedback;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support; and	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability; and	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(G) use basic offensive and defensive strategies while playing a modified version of a sport.	Badminton Tennis Volleyball Softball Kickball	(G) use basic offensive and defensive strategies while playing a modified version of a sport.	Badminton Tennis Volleyball Softball Kickball

**TEKS Subject: Physical Activity and Health**

**TEKS Strand: Physically Active Lifestyles**

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
<p>7.3 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:</p>	<p><b><u>Team Sports</u></b>                      Badminton                      Tennis                      Volleyball                      Softball                      Kickball</p> <p><b><u>Individual Sports</u></b>                      Physical Fitness                      Walk/Jog                      Frisbee</p>	<p>(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:</p>	<p><b><u>Team Sports</u></b>                      Badminton                      Tennis                      Volleyball                      Softball                      Kickball</p> <p><b><u>Individual Sports</u></b>                      Physical Fitness                      Walk/Jog                      Frisbee</p>
<p>(A) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;</p>	<p>Badminton                      Tennis                      Volleyball                      Softball                      Kickball                      Physical Fitness                      Walk/Jog                      Frisbee</p>	<p>A) describe and select physical activities that provide for enjoyment and challenge;</p>	<p>Badminton                      Tennis                      Volleyball                      Softball                      Kickball                      Physical Fitness                      Walk/Jog                      Frisbee</p>
<p>(B) identify favorite lifelong physical activities;</p>	<p>Badminton                      Tennis                      Volleyball                      Softball                      Kickball                      Physical Fitness                      Walk/Jog                      Frisbee</p>	<p>(B) identify opportunities in the school and community for regular participation in physical activity;</p>	
<p>(C) participate in moderate to vigorous health-related physical activities on a regular basis;</p>	<p>Badminton                      Tennis                      Volleyball                      Softball                      Kickball                      Physical Fitness                      Walk/Jog                      Frisbee</p>	<p>(C) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;</p>	<p>Badminton                      Tennis                      Volleyball                      Softball                      Kickball                      Physical Fitness                      Walk/Jog                      Frisbee</p>
<p>(D) evaluate personal fitness goals and make appropriate changes for improvement; and</p>	<p>Badminton                      Tennis                      Volleyball                      Softball                      Kickball                      Physical Fitness                      Walk/Jog                      Frisbee</p>	<p>(D) identify favorite lifelong physical activities;</p>	<p>Badminton                      Tennis                      Volleyball                      Softball                      Kickball                      Physical Fitness                      Walk/Jog                      Frisbee</p>
<p>(E) select and use appropriate technology tools to evaluate, monitor, and improve physical development.</p>	<p>None</p>	<p>(E) participate in moderate to vigorous physical activity for a sustained period of time on a regular basis;</p>	<p>Badminton                      Tennis                      Volleyball                      Softball                      Kickball                      Physical Fitness                      Walk/Jog                      Frisbee</p>
		<p>(F) maintain healthy levels of flexibility;</p>	
		<p>(G) develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs;</p>	

		(H) evaluate personal fitness goals and make appropriate changes for improvement; and	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
		(I) select and use appropriate technology tools to evaluate, monitor, and improve physical development.	None

**TEKS Strand: Physical Activity Factors**

<b>7th Grade TEKS</b>	<b>District Focus and Resources</b>	<b>8th Grade TEKS</b>	<b>District Focus and Resources</b>
7.4 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>Team Sports</b> Badminton Tennis Volleyball Softball Kickball  <b>Individual Sports</b> Physical Fitness Walk/Jog Frisbee	8.4 Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:	<b>Team Sports</b> Badminton Tennis Volleyball Softball Kickball  <b>Individual Sports</b> Physical Fitness Walk/Jog Frisbee
(A) list long term physiological and psychological benefits that may result from regular participation in physical activity;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(A) list long term physiological and psychological benefits that may result from regular participation in physical activity;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(B) assess physiological effects of exercise during and after physical activity;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(B) select aerobic exercises and describe the effects on the heart and overall health;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(C) match personal physical activities to health-related fitness components;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(C) assess physiological effects of exercise during and after physical activity;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(D) analyze the strength and weaknesses of selected physical activities;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(D) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(E) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(E) 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;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee

(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;	Physical Fitness	(F) describe and predict the effects of stress management techniques on the body;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(G) describe and predict the effects of fitness-related stress management techniques on the body;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(G) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance; and	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(H) explain the effects of eating and exercise patterns on weight control, self-concept and physical performance; and	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(H) recognize the effects of substance abuse on personal health and performance in physical activity.	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(I) recognize the effects of substance abuse on personal health and performance in physical activity.	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee		

**TEKS Strand: Safety Practices**

<b>7th Grade TEKS</b>	<b>District Focus and Resources</b>	<b>8th Grade TEKS</b>	<b>District Focus and Resources</b>
7.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:	<u><b>Team Sports</b></u> Badminton Tennis Volleyball Softball Kickball  <u><b>Individual Sports</b></u> Physical Fitness Walk/Jog Frisbee	8.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:	<u><b>Team Sports</b></u> Badminton Tennis Volleyball Softball Kickball  <u><b>Individual Sports</b></u> Physical Fitness Walk/Jog Frisbee
(A) use equipment safely and properly;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(A) use equipment safely and properly;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(B) select and use proper attire that promotes participation and prevents injury;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(B) select and use proper attire that promotes participation and prevents injury;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee

(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;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(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;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee

**TEKS Subject: Social Development**

**TEKS Strand: Structured Physical Activity**

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.6 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:	<u><b>Team Sports</b></u> Badminton Tennis Volleyball Softball Kickball  <u><b>Individual Sports</b></u> Physical Fitness Walk/Jog Frisbee	8.6 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:	<u><b>Team Sports</b></u> Badminton Tennis Volleyball Softball Kickball  <u><b>Individual Sports</b></u> Physical Fitness Walk/Jog Frisbee
(A) distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating; and	Badminton Tennis Volleyball Softball Kickball	(A) distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating; and	Badminton Tennis Volleyball Softball Kickball
(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.	Badminton Tennis Volleyball Softball Kickball	(B) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feeling the movement, and fielding-back up other players.	Badminton Tennis Volleyball Softball Kickball

**TEKS Strand: Social Skills**

7th Grade TEKS	District Focus and Resources	8th Grade TEKS	District Focus and Resources
7.7 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:	<u><b>Team Sports</b></u> Badminton Tennis Volleyball Softball Kickball  <u><b>Individual Sports</b></u> Physical Fitness Walk/Jog Frisbee	8.7 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:	<u><b>Team Sports</b></u> Badminton Tennis Volleyball Softball Kickball  <u><b>Individual Sports</b></u> Physical Fitness Walk/Jog Frisbee

(A) solve problems in physical activities by analyzing causes and potential solutions;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(A) solve problems in physical activities by analyzing causes and potential solutions;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee
(C) accept decisions made by game officials such as student, teachers, and officials outside the school;	Badminton Tennis Volleyball Softball Kickball	(C) identify and follow rules while playing sports and games;	Badminton Tennis Volleyball Softball Kickball
(D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams; and	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(D) accept decisions made by game officials including student, teachers, and officials outside the school; and	Badminton Tennis Volleyball Softball Kickball
(E) recognize the role of games, sport, and dance in getting to know and understand others.	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee	(E) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.	Badminton Tennis Volleyball Softball Kickball Physical Fitness Walk/Jog Frisbee