

Curriculum Sequence  
Physical Education  
7th and 8th Grade

Taught	Unit/Chapter	TEKS/SE and Alignment Objectives (Section 116.23)	Resources
	<b>Fitness Unit</b>	<p>(3B) identify favorite lifelong physical activities;</p> <p>(3C) participate in moderate to vigorous health-related physical activities on a regular basis;</p> <p>(3D) evaluate personal fitness goals and make appropriate changes for improvement;</p> <p>(3E) select and use appropriate technology tools to evaluate, monitor, and improve physical development;</p> <p>(4A) list long term physiological and psychological benefits that may result from regular participation in physical activity;</p> <p>(4B) assess physiological effects of exercise during and after physical activity;</p> <p>(4C) match personal physical activities to health-related fitness components;</p> <p>(4D) analyze the strength and weaknesses of selected physical activities;</p> <p>(4E) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;</p> <p>(4F) identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity, and time, and importance of balance in muscle pairs;</p> <p>(4G) describe and predict the effects of fitness-related stress management techniques on the body</p> <p>(4H) explain the effects of eating and exercise patterns on weight control, self-concept and physical performance;</p> <p>(4I) recognize the effects of substance abuse on personal health and performance in physical activity;</p> <p>dangerous;</p>	<p>Sit and reach box, tape measure, stop watch, cones, pull-up bar, jump ropes</p>
	<b>Volleyball</b>	<p>(1A) coordinate movements with teammates to achieve team goals; ; ; (7D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams;</p> <p>(1F) 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</p> <p>(2D) detect and correct errors in personal or partner's skill performance</p> <p>(6B) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as net/wall alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feel the movement, and fielding back up other players</p>	<p>Nets, poles, volleyballs, poles pads, cones, poly-spots</p>
	<b>Football</b>	<p>(1A) coordinate movements with teammates to achieve team goals;</p> <p>(1B) demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;</p> <p>(2C) describe the importance of goal setting in improving skill;</p> <p>(2E) make appropriate changes in performance based on feedback;</p> <p>(2F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support;</p> <p>(5B) select and use proper attire that promotes participation and prevents injury;</p> <p>(7D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams;</p>	<p>Footballs, flag-belts, cones, jerseys- different colors</p>
	<b>Basketball</b>	<p>(1A) coordinate movements with teammates to achieve team goals;</p> <p>(1B) demonstrate appropriate relationships to an opponent in dynamic game situations</p> <p>(1G) combine skills competently to participate in modified versions of team and</p> <p>(2A) create and modify activities that provide practice of selected skills to improve</p> <p>(6A) distinguish between compliance and noncompliance with rules and regulations and</p> <p>(6B) describe fundamental components and strategies used in net/wall, invasion, target,</p> <p>(7A) solve problems in physical activities by analyzing causes and potential solutions</p> <p>(7C) accept decisions made by game officials such as student, teachers, and officials</p> <p>(7D) use peer interaction positively to enhance personal physical activity and safety</p>	<p>Basketballs, jerseys - different colors, cones</p>
	<b>Recreational Games</b>	<p>(1D) perform selected folk, country, square, line, creative, and/or aerobic dances;</p> <p>(1E) design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow;</p> <p>(1H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses;</p> <p>(2B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;</p> <p>(3A) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;</p>	<p>Tables, paddles, ping-pong balls, ropes, compasses, badminton racquets, radio, pins, gatorskin balls</p>
	<b>Soccer</b>	<p>(1A) coordinate movements with teammates to achieve team goals;</p> <p>(1B) demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;</p> <p>(2G) use basic offensive and defensive strategies while playing a modified version of a sport;</p> <p>(6A) distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating;</p>	<p>Soccer balls, cones, jerseys, goals, goalie gloves</p>
	<b>Track and Field</b>	<p>(1C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking;</p> <p>(5C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;</p> <p>(5D) analyze exercises for their effects on the body such as beneficial/potentially dangerous;</p> <p>(5E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods;</p> <p>(7D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams;</p>	<p>Tape measure, cones, stop watches, softball, shot puts, hurdles</p>
	<b>Softball</b>	<p>(1A) coordinate movements with teammates to achieve team goals;</p> <p>(1F) 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;</p> <p>(5A) use equipment safely and properly;</p> <p>(7D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams;</p>	<p>Softballs, bats, bases, gloves</p>