

## Physical Education, Grade 7

### (a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
  - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
  - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
  - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the

class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

(4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ages and ability levels. Basic equipment for quality instruction includes, but is not limited to, the following: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.

(5) In Grades 6-8 physical education, students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:

- (A) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities; and

Breakouts

- (i) combine a variety of locomotor skills during dynamic fitness activities
- (ii) combine a variety of locomotor skills during sport activities
- (iii) combine a variety of locomotor skills during rhythmic activities
- (iv) apply a variety of locomotor skills during dynamic fitness activities
- (v) apply a variety of locomotor skills during sport activities
- (vi) apply a variety of locomotor skills during rhythmic activities

- (B) apply correct jumping and landing technique during dynamic activities, game situations, and sports.

Breakouts

- (i) apply correct jumping technique during dynamic activities
- (ii) apply correct jumping technique during game situations
- (iii) apply correct jumping technique during sports
- (iv) apply correct landing technique during dynamic activities
- (v) apply correct landing technique during game situations
- (vi) apply correct landing technique during sports

- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:

- (A) move between positions with controlled balance during dynamic activities, game situations, and sports; and

Breakouts

- (i) move between positions with controlled balance during dynamic activities
- (ii) move between positions with controlled balance during game situations
- (iii) move between positions with controlled balance during sports

- (B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports.

Breakouts

- (i) demonstrate proper body positioning during dynamic activities
- (ii) demonstrate proper body positioning during game situations
- (iii) demonstrate proper body positioning during sports
- (iv) demonstrate proper proficiency during dynamic activities
- (v) demonstrate proper proficiency during game situations

- (vi) demonstrate proper proficiency during sports
- (vii) demonstrate proper footwork during dynamic activities
- (viii) demonstrate proper footwork during game situations
- (ix) demonstrate proper footwork during sports
- (x) perform offensive skills during dynamic activities
- (xi) perform offensive skills during game situations
- (xii) perform offensive skills during sports
- (xiii) perform defensive skills during dynamic activities
- (xiv) perform defensive skills during game situations
- (xv) perform defensive skills during sports

(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:

(A) apply correct throwing techniques with distance, power, and accuracy while both partners are moving during dynamic activities, game situations, and sports;

Breakouts

- (i) apply correct throwing techniques with distance while both partners are moving during dynamic activities
- (ii) apply correct throwing techniques with distance while both partners are moving during game situations
- (iii) apply correct throwing techniques with distance while both partners are moving during sports
- (iv) apply correct throwing techniques with power while both partners are moving during dynamic activities
- (v) apply correct throwing techniques with power while both partners are moving during game situations
- (vi) apply correct throwing techniques with power while both partners are moving during sports
- (vii) apply correct throwing techniques with accuracy while both partners are moving during dynamic activities
- (viii) apply correct throwing techniques with accuracy while both partners are moving during game situations
- (ix) apply correct throwing techniques with accuracy while both partners are moving during sports

(B) apply correct catching technique with a variety of objects from different levels and trajectories during dynamic activities, game situations, and sports;

Breakouts

- (i) apply correct catching technique with a variety of objects from different levels during dynamic activities
  - (ii) apply correct catching technique with a variety of objects from different levels during game situations
  - (iii) apply correct catching technique with a variety of objects from different levels during sports
  - (iv) apply correct catching technique with a variety of objects from different trajectories during dynamic activities
  - (v) apply correct catching technique with a variety of objects from different trajectories during game situations
  - (vi) apply correct catching technique with a variety of objects from different trajectories during sports
- (C) apply offensive and defensive patterns in game strategies while hand dribbling
- Breakouts
- (i) apply offensive patterns in game strategies while hand dribbling
  - (ii) apply defensive patterns in game strategies while hand dribbling
- (D) apply offensive and defensive foot dribbling strategies during game situations and sports;
- Breakouts
- (i) apply offensive foot dribbling strategies during game situations
  - (ii) apply offensive foot dribbling strategies during sports
  - (iii) apply defensive foot dribbling strategies during game situations
  - (iv) apply defensive foot dribbling strategies during sports
- (E) apply correct technique in kicking and punting with control, distance, and accuracy during game situations and sports;
- Breakouts
- (i) apply correct technique in kicking with control during game situations
  - (ii) apply correct technique in kicking with distance during game situations
  - (iii) apply correct technique in kicking with accuracy during game situations
  - (iv) apply correct technique in kicking with control during sports
  - (v) apply correct technique in kicking with distance during sports
  - (vi) apply correct technique in kicking with accuracy during sports
  - (vii) apply correct technique in punting with control during game situations
  - (viii) apply correct technique in punting with distance during game situations

- (ix) apply correct technique in punting with accuracy during game situations
  - (x) apply correct technique in punting with control during sports
  - (xi) apply correct technique in punting with distance during sports
  - (xii) apply correct technique in punting with accuracy during sports
- (F) apply correct technique in volleying with both control and accuracy during game situations and sports;
- Breakouts
- (i) apply correct technique in volleying with both control and accuracy during game situations
  - (ii) apply correct technique in volleying with both control and accuracy during sports
- (G) apply correct technique when striking an object with speed, accuracy, force, and distance during game situations and sports; and
- Breakouts
- (i) apply correct technique when striking an object with speed during game situations
  - (ii) apply correct technique when striking an object with speed during sports
  - (iii) apply correct technique when striking an object with accuracy during game situations
  - (iv) apply correct technique when striking an object with accuracy during sports
  - (v) apply correct technique when striking an object with force during game situations
  - (vi) apply correct technique when striking an object with force during sports
  - (vii) apply correct technique when striking an object with distance during game situations
  - (viii) apply correct technique when striking an object with distance during sports
- (H) create and perform a jump rope routine using a variety of skills that require agility, speed, and endurance.
- Breakouts
- (i) create a jump rope routine using a variety of skills that require agility
  - (ii) create a jump rope routine using a variety of skills that require speed
  - (iii) create a jump rope routine using a variety of skills that require endurance
  - (iv) perform a jump rope routine using a variety of skills that require agility
  - (v) perform a jump rope routine using a variety of skills that require speed
  - (vi) perform a jump rope routine using a variety of skills that require endurance

- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
- (A) execute the appropriate use of open space and closing space during dynamic activities, games, and sports; and
- Breakouts
- (i) execute the appropriate use of open space during dynamic activities
  - (ii) execute the appropriate use of open space during games
  - (iii) execute the appropriate use of open space during sports
  - (iv) execute the appropriate use of closing space during dynamic activities
  - (v) execute the appropriate use of closing space during games
  - (vi) execute the appropriate use of closing space during sports
- (B) execute the appropriate use of speed, direction, and force with or without an implement during dynamic activities, games, and sports.
- Breakouts
- (i) execute the appropriate use of speed with or without an implement during dynamic activities
  - (ii) execute the appropriate use of speed with or without an implement during games
  - (iii) execute the appropriate use of speed with or without an implement during sports
  - (iv) execute the appropriate use of direction with or without an implement during dynamic activities
  - (v) execute the appropriate use of direction with or without an implement during games
  - (vi) execute the appropriate use of direction with or without an implement during sports
  - (vii) execute the appropriate use of force with or without an implement during dynamic activities
  - (viii) execute the appropriate use of force with or without an implement during games
  - (ix) execute the appropriate use of force with or without an implement during sports
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to perform rhythmic routines with advanced steps and movement patterns with a partner.

- (A) perform rhythmic routines with advanced steps and movement patterns with a partner.
- Breakouts
- (i) perform rhythmic routines with advanced steps with a partner
  - (ii) perform rhythmic routines with advanced movement patterns with a partner
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- (A) apply offensive and defensive strategies used in net or wall, invasion, target, striking and fielding games and sports;
- Breakouts
- (i) apply offensive strategies used in net or wall games
  - (ii) apply offensive strategies used in invasion games
  - (iii) apply offensive strategies used in target games
  - (iv) apply offensive strategies used in striking and fielding games
  - (v) apply offensive strategies used in net or wall sports
  - (vi) apply offensive strategies used in invasion sports
  - (vii) apply offensive strategies used in target sports
  - (viii) apply offensive strategies used in striking and fielding sports
  - (ix) apply defensive strategies used in net or wall games
  - (x) apply defensive strategies used in invasion games
  - (xi) apply defensive strategies used in target games
  - (xii) apply defensive strategies used in striking and fielding games
  - (xiii) apply defensive strategies used in net or wall sports
  - (xiv) apply defensive strategies used in invasion sports
  - (xv) apply defensive strategies used in target sports
  - (xvi) apply defensive strategies used in striking and fielding sports
- (B) apply combinations or sequences of game skills to achieve individual or team goals; and
- Breakouts
- (i) apply combinations or sequences of game skills to achieve individual or team goals
- (C) demonstrate self-responsibility and appropriate sporting behavior in game situations and sports.
- Breakouts
- (i) demonstrate self-responsibility in game situations



- (ii) demonstrate self-responsibility in sports
  - (iii) demonstrate appropriate sporting behavior in game situations
  - (iv) demonstrate appropriate sporting behavior in sports
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to demonstrate a variety of correct techniques for outdoor recreational skills, activities, and games.
- (A) demonstrate a variety of correct techniques for outdoor recreational skills, activities, and games.
- Breakouts
- (i) demonstrate a variety of correct techniques for outdoor recreational skills
  - (ii) demonstrate a variety of correct techniques for outdoor recreational activities
  - (iii) demonstrate a variety of correct techniques for outdoor recreational games
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
- (A) analyze the long-term benefits of moderate to vigorous physical activity on overall health and wellness;
- Breakouts
- (i) analyze the long-term benefits of moderate to vigorous physical activity on overall health
  - (ii) analyze the long-term benefits of moderate to vigorous physical activity on overall wellness
- (B) apply basic frequency, intensity, time, and type (FITT) principle in a variety of aerobic and anaerobic activities; and
- Breakouts
- (i) apply basic frequency, intensity, time, and type (FITT) principle in a variety of aerobic activities
  - (ii) apply basic frequency, intensity, time, and type (FITT) principle in a variety of anaerobic activities
- (C) apply health-related and skill-related fitness components and explain how each component impacts personal fitness.
- Breakouts
- (i) apply health-related fitness components
  - (ii) apply skill-related fitness components

- (iii) explain how [health-related fitness components] impact personal fitness
  - (iv) explain how [skill-related fitness components] impact personal fitness
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) create a collaborative physical fitness plan to target areas for improvement in health-related fitness; and  
Breakouts
    - (i) create a collaborative physical fitness plan to target areas for improvement in health-related fitness
  - (B) monitor and evaluate personal fitness goals and make appropriate changes for improvement.  
Breakouts
    - (i) monitor personal fitness goals
    - (ii) evaluate personal fitness goals
    - (iii) make appropriate changes for improvement
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) evaluate healthy food choices that show a balanced daily intake of macronutrients to enhance physical performance; and  
Breakouts
    - (i) evaluate healthy food choices that show a balanced daily intake of macronutrients to enhance physical performance
  - (B) analyze and determine the appropriate times to consume traditional sports drinks that have the appropriate carbohydrate and sodium content.  
Breakouts
    - (i) analyze the appropriate times to consume traditional sports drinks that have the appropriate carbohydrate content
    - (ii) analyze the appropriate times to consume traditional sports drinks that have the appropriate sodium content
    - (iii) determine the appropriate times to consume traditional sports drinks that have the appropriate carbohydrate content
    - (iv) determine the appropriate times to consume traditional sports drinks that have the appropriate sodium content

(11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

(A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports;  
and

Breakouts

- (i) perform, without cue, the selection of proper attire that promote[s] safe participation in dynamic activities
- (ii) perform, without cue, the selection of proper attire that promote[s] safe participation in games
- (iii) perform, without cue, the selection of proper attire that promote[s] safe participation in sports
- (iv) perform, without cue, the selection of proper safety equipment that promote[s] safe participation in dynamic activities
- (v) perform, without cue, the selection of proper safety equipment that promote[s] safe participation in games
- (vi) perform, without cue, the selection of proper safety equipment that promote[s] safe participation in sports
- (vii) perform, without cue, the selection of proper attire that prevent[s] injury in dynamic activities
- (viii) perform, without cue, the selection of proper attire that prevent[s] injury in games
- (ix) perform, without cue, the selection of proper attire that prevent[s] injury in sports
- (x) perform, without cue, the selection of proper safety equipment that prevent[s] injury in dynamic activities
- (xi) perform, without cue, the selection of proper safety equipment that prevent[s] injury in games
- (xii) perform, without cue, the selection of proper safety equipment that prevent[s] injury in sports
- (xiii) perform, without cue, the use of proper attire that promote[s] safe participation in dynamic activities
- (xiv) perform, without cue, the use of proper attire that promote[s] safe participation in games
- (xv) perform, without cue, the use of proper attire that promote[s] safe participation in sports
- (xvi) perform, without cue, the use of proper safety equipment that promote[s] safe participation in dynamic activities

- (xvii) perform, without cue, the use of proper safety equipment that promote[s] safe participation in games
- (xviii) perform, without cue, the use of proper safety equipment that promote[s] safe participation in sports
- (xix) perform, without cue, the use of proper attire that prevent[s] injury in dynamic activities
- (xx) perform, without cue, the use of proper attire that prevent[s] injury in games
- (xxi) perform, without cue, the use of proper attire that prevent[s] injury in sports
- (xxii) perform, without cue, the use of proper safety equipment that prevent[s] injury in dynamic activities
- (xxiii) perform, without cue, the use of proper safety equipment that prevent[s] injury in games
- (xxiv) perform, without cue, the use of proper safety equipment that prevent[s] injury in sports

- (B) perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety.

Breakouts

- (i) perform, without cue, the correct safety precautions, including water safety
- (ii) perform, without cue, the correct safety precautions, including sun safety
- (iii) perform, without cue, the correct safety precautions, including cycling safety
- (iv) perform, without cue, the correct safety precautions, including skating safety
- (v) perform, without cue, the correct safety precautions, including scooter safety

- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:

- (A) discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports; and

Breakouts

- (i) discuss the importance of respect[ing] differences in abilities of self and others during game situations
- (ii) discuss the importance of respect[ing] differences in abilities of self and others during sports
- (iii) discuss the importance of respect[ing] similarities in abilities of self and others during game situations
- (iv) discuss the importance of respect[ing] similarities in abilities of self and others during sports

- (v) demonstrate respect for differences in abilities of self and others during game situations
  - (vi) demonstrate respect for differences in abilities of self and others during sports
  - (vii) demonstrate respect for similarities in abilities of self and others during game situations
  - (viii) demonstrate respect for similarities in abilities of self and others during sports
- (B) analyze self-management skills to demonstrate self-control of impulses and emotions, without cue, during game situations and sports.

Breakouts

- (i) analyze self-management skills to demonstrate self-control of impulses, without cue, during game situations
- (ii) analyze self-management skills to demonstrate self-control of impulses, without cue, during sports
- (iii) analyze self-management skills to demonstrate self-control of emotions, without cue, during game situations
- (iv) analyze self-management skills to demonstrate self-control of emotions, without cue, during sports

- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:

- (A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding;

Breakouts

- (i) discuss the importance of and resolv[ing] conflict in socially acceptable ways
- (ii) resolve conflict, without cue, in socially acceptable ways
- (iii) respond to winning with dignity
- (iv) respond to winning with understanding
- (v) respond to losing with dignity
- (vi) respond to losing with understanding

- (B) communicate effectively to enhance healthy interactions while settling disagreements; and

Breakouts

- (i) communicate effectively to enhance healthy interactions while settling disagreements

- (C) demonstrate empathy and mutual respect for the feelings of others.

Breakouts

- (i) demonstrate empathy for the feelings of others
- (ii) demonstrate mutual respect for the feelings of others

(14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports & difficulties

(A) develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports.

Breakouts

- (i) develop a plan of action when faced with challenges, obstacles, or difficulties during game situations
- (ii) develop a plan of action when faced with challenges, obstacles, or difficulties during sports
- (iii) apply a plan of action when faced with challenges, obstacles, or difficulties during game situations
- (iv) apply a plan of action when faced with challenges, obstacles, or difficulties during sports
- (v) make effective decisions when faced with challenges, obstacles, or difficulties during game situations
- (vi) make effective decisions when faced with challenges, obstacles, or difficulties during sports

(15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to provide constructive feedback to peers following teacher guidelines to improve performance.

(A) provide constructive feedback to peers following teacher guidelines to improve performance.

Breakouts

- (i) provide constructive feedback to peers following teacher guidelines to improve performance

(16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:

(A) implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis; and

Breakouts

- (i) implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis

(B) evaluate self-selected physical activities for personal enjoyment.

## Breakouts

- (i) evaluate self-selected physical activities for personal enjoyment