

**TAHPERD**  
**Texas Physical Education TEKS Framework**  
**Team Sports TEKS and Specificity**

			<b>TEKS</b>	<b>Specificity</b>
<b>Strand</b>	<b>Topic</b>	<b>Theme</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	c. <b>Relationships</b>	<b>TS.1A demonstrate consistency using all the basic offensive skills of a sport while participating in a game such as dribbling, batting, or spiking competently in a dynamic setting.</b>	apply and perform the basic offensive skills for selected team sports such as passing, catching, receiving, kicking and pass patterns in flag football.
<b>A.</b> <b>Movement</b>	I. Movement Concepts	c. <b>Relationships</b>	<b>TS.1B demonstrate consistency using all the basic defensive skills of a sport while participating in a game such as guarding, trapping, blocking, fielding, tackling, or goal keeping competently in a dynamic setting.</b>	apply and perform the basic defensive skills for soccer such as guarding, tackling and goal keeping, etc.
<b>A.</b> <b>Movement</b>	I. Movement Concepts	b. <b>Qualities of Movement</b>	<b>TS.2A use internal and external information to modify movement during performance.</b>	<i>apply internal and external information to adjust performance by using the following techniques of instincts, experience, coaching techniques and team cooperation.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	b. <b>Qualities of Movement</b>	<b>TS.2B describe appropriate practice procedures to improve skill and strategy in an activity.</b>	<i>explain and implement appropriate practices and procedures to improve skills and strategies in various team sports activities.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	d. <b>Conditioning Fitness</b>	<b>TS.2C develop an appropriate conditioning program for the selected activity.</b>	<i>create an appropriate conditioning program to include agility, speed, power, coordination, balance, flexibility, aerobic capacity, muscular strength and endurance.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	a. <b>Spatial/ Body Awareness</b>	<b>TS.2D identify correctly the critical elements for successful performance within the context of the activity.</b>	<i>describe the critical elements for success in the performance of selected team sports such as softball (stance, swing and follow through), Lacrosse (cradling, aim, and release).</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	b. <b>Qualities of Movement</b>	<b>TS.2E recognize that improvement is possible with appropriate practice.</b>	<i>recognize and understand that improvement is based upon appropriate time on task such as setting aside time to practice skills during and outside of class time.</i>
<b>C.</b> <b>Social</b>	II. Cooperation and Respect	c. <b>Teamwork</b>	<b>TS.3A acknowledge good play from an opponent during competition.</b>	<i>demonstrate good sportsmanship through verbal and non-verbal recognition.</i>
<b>C.</b> <b>Social</b>	II. Cooperation and Respect	a. <b>Rules, Strategies, and Officiating</b>	<b>TS.3B accept the roles and decisions of officials.</b>	<i>demonstrate self-responsibility and fair play while participating in sport activities and other physical activities.</i>
<b>C.</b> <b>Social</b>	II. Cooperation and Respect	a. <b>Rules, Strategies, and Officiating</b>	<b>TS.3C demonstrate officiating techniques.</b>	<i>practice officiating techniques such as hand signals by applying them in a game situation.</i>
<b>C.</b> <b>Social</b>	IV. Social Studies	a. <b>History</b>	<b>TS.3D research and describe the historical development of team sport.</b>	<i>appreciate and recognize the development of rules through chronological history including founders, country of origination, and original rules.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	f. <b>Opportunities for Physical Activity</b>	<b>TS.4A select and participate in team sports that provide for enjoyment and challenge.</b>	<i>choose and participate in team sports activities that promote enjoyment and challenge such as basketball, football, softball/baseball, soccer and volleyball.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	a. <b>Fitness Components</b>	<b>TS.4B analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.</b>	<i>critique data after participating in pre-testing, goal setting and post-testing fitness activities for cardiovascular endurance, muscular strength and endurance, flexibility and body composition.</i>

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<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>d. Cardio- Respiratory System</b>	<b>TS.4C describe the health and fitness benefits derived from participating in selected team sports.</b>	<i>evaluate the health and fitness benefits from various team sports such as basketball, softball, volleyball, football and soccer.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>g. Goal Setting</b>	<b>TS.4D establish realistic yet challenging health-related fitness goals.</b>	<i>develop practical and challenging health-related fitness goals such as flexibility, cardiovascular endurance, muscular strength and endurance and body composition.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>g. Goal Setting</b>	<b>TS.4E develop and participate in a personal fitness program that has the potential to provide identified goals.</b>	<i>establish personal fitness goals and make appropriate changes for improvement by applying learned fitness concepts such as increasing frequency, intensity and time.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>c. FITT: Frequency, Intensity, Time and Type</b>	<b>TS.4F describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio-respiratory endurance.</b>	<i>explain the FITT principle.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>c. FITT: Frequency, Intensity, Time and Type</b>	<b>TS.5A discuss training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio-respiratory endurance.</b>	<i>explain the FITT principle.</i>
<b>B. Health Related</b>	V. Healthy Lifestyles	<b>a. Active vs. Inactive Lifestyle</b>	<b>TS.5B explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.</b>	<i>describe the effects of eating and exercise patterns on weight control, self-concept and physical performance.</i>
<b>B. Health Related</b>	VII. Risk Behaviors	<b>a. Substance Abuse</b>	<b>TS.5C explain the effects of substance abuse on personal health and performance in physical activity.</b>	<i>describe and explain how substance abuse affects physical performance such as balance, coordination, heart rate, fatigue, dehydration and stress.</i>
<b>B. Health Related</b>	I. Safety	<b>d. Risks</b>	<b>TS.6A evaluate risks and safety factors that may affect sport preferences.</b>	<i>analyze the risks and safety factors that may affect team sports activities such as proper attire, warm-up and cool-down activities.</i>
<b>B. Health Related</b>	I. Safety	<b>c. Equipment Safety</b>	<b>TS.6B identify and apply rules and procedures that are designed for safe participation in team sports.</b>	<i>describe and implement safety procedures at all times in team sports activities when using equipment and following directions.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>f. Opportunities for Physical Activity</b>	<b>TS.6C identify team sports that achieve health-related fitness goals in both school and community settings.</b>	<i>name team sports that are available in both school and community settings that promote health-related fitness goals such as basketball, football and soccer.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>f. Opportunities for Physical Activity</b>	<b>TS.6D participate regularly in team sports.</b>	<i>participate on a regular basis in team sport activities such as basketball, football, softball/baseball, beachball volleyball and soccer.</i>
<b>C. Social</b>	III. Goal Setting	<b>a. Skill Development</b>	<b>TS.7A evaluate personal skills and set realistic goals for improvement.</b>	<i>demonstrate the ability to monitor and adjust skills to meet personal physical activity needs.</i>
<b>C. Social</b>	II. Cooperation and Respect	<b>d. Conflict Resolution</b>	<b>TS.7B respond to challenges, successes, and failures in physical activities in socially appropriate ways.</b>	<i>demonstrate good sportsmanship, emphasize the process of striving to reach a goal, focus on individual fitness or skill level and celebrate achievement.</i>

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<b>C.</b> <b>Social</b>	II. Cooperation and Respect	b. Sportsmanship Etiquette	<b>TS.7C accept successes and performance limitations of self and others and exhibit appropriate behavior/responses.</b>	<i>recognize and respect individual abilities and limitations.</i>
<b>C.</b> <b>Social</b>	I. Safety	a. Rules, Procedures, and Etiquette	<b>TS.7D anticipate potentially dangerous consequences of participating in selected team sports.</b>	<i>understand and apply safety practices such as proper playing position, use of playing equipment, etc.</i>
<b>C.</b> <b>Social</b>	I. Safety	a. Rules, Procedures, and Etiquette	<b>TS.7E display appropriate etiquette while participating in a sport.</b>	<i>exhibit appropriate sportsmanship and behavior while participating in team sports such as basketball, football, hockey, lacrosse, volleyball, etc.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	a. Spatial/ Body Awareness	<b>TS.L001 apply personal and group spatial concepts when participating in all physical activities.</b>	<i>incorporate appropriate spatial concepts in movement activities such as moving in different directions and levels and in variance of speed.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	b. Qualities of Movement	<b>TS.L002 identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability.</b>	<i>describe and practice basic biomechanical principles including lowering the center of gravity and widening the base of support to increase stability.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	b. Qualities of Movement	<b>TS.L003 describe the importance of goal setting in improving skill.</b>	<i>explain the importance of goal setting in improving skills such as increasing the number of successful attempts.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	c. Relationships	<b>TS.L004 demonstrate the ability to work teammates in team sports.</b>	<i>use team work when participating in team sport activities such as partner drills, court coverage and communication.</i>
<b>B.</b> <b>Health Related</b>	I. Safety	a. Personal Safety	<b>TS.L005 describe equipment and practices that prevent or reduce injuries.</b>	<i>implement safety procedures while participating in all physical activities including warm-up, cool-down and proper attire.</i>
<b>B.</b> <b>Health Related</b>	I. Safety	b. Proper Attire and Equipment	<b>TS.L006 select and use proper attire that promotes participation and prevents injury.</b>	<i>select and use proper attire that promotes participation and prevents injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing, closed toe/closed heel rubber sole shoes, shorts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	a. Fitness Components	<b>TS.L007 identify and apply the health-related fitness principles to outdoor activities.</b>	<i>evaluate methods of measuring health-related fitness including the state-mandated fitness assessment using various tools such as activity logs, journals and online teaching.</i>
<b>B.</b> <b>Health Related</b>	IV. Health and Skill-Related Fitness Benefits	a. Benefits of Physical Activity	<b>TS.L008 show evidence of developing and maintaining health-related fitness.</b>	<i>participate in the state fitness assessment tool on a regular basis and participate in physical activities that promote fitness.</i>
<b>B.</b> <b>Health Related</b>	VIII. Health and Skill-Related Fitness Technology	a. Technology	<b>TS.L009 select and use appropriate technology tools to evaluate, monitor, and improve physical development.</b>	<i>describe and implement technology tools to evaluate, monitor, and improve physical development such as heart rate monitors, body fat analyzers and pedometers.</i>

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<b>C. Social</b>	III. Goal Setting	<b>b. Game Strategies</b>	<b>TS.L010 modify game/physical activities if needed to improve participation and success.</b>	<i>adjust activities to ensure maximum participation using strategies such as verbal cues, demonstrations, practice stations and a variety of equipment.</i>