

TTUISD - TEKS Tracker					
Author _____	Submission Date ____/____/____				
Evaluator _____	Evaluation Date ____/____/____				
TTUISD: Physical Education Team Sports (PETM) v.2.0 TEKS: §116.56, High School, Adopted 1998. Text: Soccer: Steps to Success ISBN 0736054359; Volleyball Today ISBN 0534358365					
TEKS Requirement (Secondary)	Sem. A	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy	
§116.56. Team Sports (One-Half Credit).					
(a) General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness.					
(b) Introduction.					
(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.					
(2) Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and fair play. Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.					
(c) Knowledge and skills.					
(1) Movement skills. The student demonstrates competency in many movement forms and proficiency in two or more team sports such as basketball, field hockey, flag football, floor hockey, soccer, softball, team handball, or volleyball. The student is expected to:					
(A) 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; and	A	3, 9	pp. 108-118, p. 130, pp. 54-87	Apply	
(B) demonstrate consistency using all the basic defensive skills of a sport while participating in a game such as guarding, trapping, blocking, fielding, tackling, or goalkeeping competently in a dynamic setting.	A	4, 9	pp. 93-100; 119-133; Ch. 3, 6, 8	Apply	
(2) Movement skills. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:					
(A) use internal and external information to modify movement during performance;	A	3, 7, 8, 9	pp. 28, 41, 54, 88, 98, 110, 129, 132; pp. 54-90	Apply	
(B) describe appropriate practice procedures to improve skill and strategy in an activity;	A	7, 8, 9	p. 100; pp. 31, 49, 61-64, 78, 90, 99, 118, 127, 133	Remember	
(C) develop an appropriate conditioning program for the selected activity;	A	3, 4, 9	pp. 46; 54-56, 100	Create	
(D) identify correctly the critical elements for successful performance within the context of the activity; and	A	2, 7, 8	pp. 22-91; p. 20	Remember	
(E) recognize that improvement is possible with appropriate practice.	A	2, 7, 8	pp. 22-91; pp. 1-56	Remember	
(3) Social development. The student understands the basic components such as strategies, protocol, and rules of structured physical activities. The student is expected to:					
(A) acknowledge good play from an opponent during competition;	A	2, 6	pp. 1-5, 14-20; pp. xiii-xv	Apply	
(B) accept the roles and decisions of officials;	A	2, 6	pp. 14-20; pp. xiii-xvi	Apply	
(C) demonstrate officiating techniques; and	A	2, 6	pp. 14-21; pp. xi-xv	Apply	
(D) research and describe the historical development of an individual sport.	A	5, 6	pp. 2-5; pp. xi-xvi	Analyze	
(4) Physical activity and health. The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge through team sports. The student is expected to:					
(A) select and participate in individual sports that provide for enjoyment and challenge;	A	2	p. ix	Apply	

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(B) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;		A	1	pp. 1-35	Evaluate
(C) describe the health and fitness benefits derived from participating in selected team sports;		A	2	pp. xv-xvi	Remember
(D) establish realistic yet challenging health-related fitness goals;		A	1	pp. 19-25	Evaluate
(E) develop and participate in a personal fitness program that has the potential to provide identified goals; and		A	1	pp. 19-35	Apply
(F) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.		A	1	pp. 3-8	Remember
(5) Physical activity and health. The student knows the implications and benefits from being involved in daily physical activity. The student is expected to:					
(A) discuss training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance;		A	1, 2	pp. xv-xvi; pp. 3-8, 10-17	Understand
(B) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance; and		A	1	p. 4	Understand
(C) explain the effects of substance abuse on personal health and performance in physical activity.		A	1	p. 6	Understand
(6) Physical activity and health. The student understands and applies safety practices associated with team sports. The student is expected to:					
(A) evaluate risks and safety factors that may affect sport preferences;		A	2, 6	pp. 10-21; pp. xv-xvi	Evaluate
(B) identify and apply rules and procedures that are designed for safe participation in team sports;		A	2, 6	pp. 10-21; pp. xv-xii	Apply
(C) identify team sports that achieve health-related fitness goals in both school and community settings; and		A	2, 3	pp. 54-90, p. x	Remember
(D) participate regularly in team sports.		A	2	p. ix	Apply
(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in team sports. The student is expected to:					
(A) evaluate personal skills and set realistic goals for improvement;		A	3, 7, 8, 9	pp. 31, 49, 63, 80, 90; pp. 54-90	Evaluate
(B) respond to challenges, successes, and failures in physical activities in socially appropriate ways;		A	4,9	pp. 102-121; pp. 135-148	Apply
(C) accept successes and performance limitations of self and others and exhibit appropriate behavior/responses;		A	4,9	pp. 102-121; pp. 135-148	Apply
(D) anticipate potentially dangerous consequences of participating in selected team sports; and		A	2, 6	pp. 10-11; pp. xv-xvi	Analyze
(E) display appropriate etiquette while participating in a sport.		A	2	pp. xiv-xv	Apply
Source: The provisions of this §116.56 adopted to be effective September 1, 1998, 22 TexReg 7759.					