

# TEKS Objectives High School Foundations of Personal Fitness Movement

*While participating in physical activity, the student applies physiological and biomechanical principles to improve health-related fitness.*

- 1a—Apply physiological principles related to exercise and training such as warm-up/cool down, overload, frequency, intensity, specificity, or progression.
- 1b—Apply biomechanical principles related to exercise and training (force, leverage, contraction type).

## Social Development

*During physical activity, the student develops positive self-management and social skills needed to work independently and with others.*

- 2a—Apply rules, procedures and etiquette
- 2b—Recognize and resolve conflicts during physical activity.

## Physical Activity and Health

*The student applies safety practices associated with physical activity.*

- 3a—Demonstrate safety procedures (spotting gymnastics and using non-skid footwear).
- 3b—Describe examples and exercises that may be harmful or unsafe.
- 3c—Explain relationship between fluid balance, physical activity and environmental conditions (loss of salt during exercise).
- 3d—Identify the effects of substance abuse on physical performance.

*The student applies fitness principles during a personal fitness program.*

- 4a—Explain relationship between physical fitness and health
- 4b—Participate in a variety of activities that develop health-related physical fitness activities including aerobic exercise to develop cardiovascular efficiency.
- 4c—Demonstrate the skill related components of physical fitness (agility, balance, coordination, power, reaction time, speed)
- 4d— Compare and contrast health-related and skill-related fitness.
- 4e— Describe methods of evaluating health-related fitness such as Cooper's 1.5 mile run.
- 4f— List and describe the components of exercise prescription such as overload principle, type, progression or specificity.
- 4g— Design and implement a personal fitness program.
- 4h—Evaluate consumer issues related physical fitness such as marketing claims promoting fitness products and services.

*The student comprehends practices that impact daily performance, physical activity, and health*

- 5a—Investigate positive and negative attitudes towards exercise and physical activities.
- 5b—Describe physical fitness activities that can be used for stress reduction.
- 5c—Explain how over training may contribute to negative health problems such as bulimia and anorexia
- 5d—Analyze the relationship between nutritional practices and physical activity.
- 5e—Explain myths associated with physical activity and nutritional practices.
- 5f—Analyze methods of weight control such as diet, exercise, or combination of both.
- 5g—Identify changeable risk factors (inactivity, smoking, nutrition and stress) that affect physical activity.

# TEKS Objectives High School Adventure/Outdoor Education Movement

*The student demonstrates competency in two or more outdoor education activities such as backpacking, boating, camping, hiking, orienteering, water sports, or water safety certification.*

- 1a—Demonstrate consistency in the execution of basic skills of adventure/outdoor education activity.
- 1b—Demonstrate understanding of the rules, skills, and strategies of an activity and apply them appropriately.
- 1c—Demonstrate an appropriate conditioning program for the selected activity.

## Physical Activity and Health

*The student applies movement concepts and principles to the learning and development of motor skills*

- 2a—Use internal and external information to modify movement during performance.
- 2b—Develop an appropriate conditioning program for the selected activity.
- 2c—Identify correctly the critical elements for successful performance within the context of the activity.

*The student exhibits a physically-active lifestyle and improves health and provides opportunities for enjoyment and challenge.*

- 3a—Select and participate in adventure/outdoor education activities that provide for enjoyment and challenge.
- 3b—Analyze and compare health and fitness benefits derived from adventure/outdoor education activities.
- 3c—Establish realistic and challenging health-related fitness goal.
- 3d— Develop and participate in personal fitness program that has the potential to meet identified goals.
- 3e— Describe two training principles appropriate for enhancing flexibility, muscular strength and endurance and cardio-respiratory endurance.
- 3f— Select and use appropriate technology tools to evaluate, monitor, and improve physical development.

*The student knows the relationship between outdoor activities and health.*

- 4a—Identify and apply the health-related fitness principles to outdoor activities.
- 4b—Analyze the strengths and weaknesses of adventure/outdoor education activities and their effects on personal fitness.
- 4c—Show evidence of developing and maintaining health-related fitness.
- 4d—Explain and follow safety procedures during adventure/outdoor education activities.
- 4e—List and describe safety equipment used in outdoor activities.
- 4f—Design safe and appropriate practices/procedures to improve skill in an activity.

# TEKS Objectives High School

## Aerobic Activities

### Physical Activity and Health

*The student develops the ability to perform a level of competency in aerobic activities*

- 1a—Exhibit a level of competency in two or more aerobic activities (dance, aqua aerobics, cycling, jogging, power walking, dance, step aerobics)
- 1b—Consistently perform skills, strategies, and rules at a basic level of competency.

## Movement

*The student applies movement concepts and principles to the learning and development of motor skills*

- 2a—Use internal and external information to modify movement during performance.
- 2b—Describe appropriate practices and procedures to improve skill and strategy in an activity.
- 2c—Develop an appropriate conditioning program for the selected activity
- 2d—Identify correctly the critical elements for successful performance within the context of the activity.
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## Physical Activity and Health

*The student exhibits a physically-active lifestyle and improves health and provides opportunities for enjoyment and challenge through aerobic activity.*

- 3a—Select and participate in aerobic activities that provide for enjoyment and challenge.
- 3b—Analyze and compare personal fitness status (cardiovascular endurance, muscular strength and endurance, flexibility, and body composition)
- 3c—Analyze and compare health and fitness benefits derived from participating in selected aerobic activities.
- 3d— Develop and participate in personal fitness program that has the potential to meet identified goals.
- 3e— Establish realistic and challenging health-related fitness goals
- 3f—Describe two training principles appropriate for flexibility, muscular strength and endurance, and cardio-respiratory endurance.
- 3g— Select and use appropriate technology tools to evaluate, monitor, and improve physical development.
- 3h—Explain the effects of substance abuse on personal health and performance.

*The student understands and applies safety practices associated with aerobic activities.*

- 4a—Evaluate risks and safety factors that may effect aerobic activity preferences throughout the life span.
- 4b—Identify and apply rules and procedures that are designed for safe participation..
- 4c—Explain why and how a rule provides safe practices in participation.
- 4d—Describe equipment and practices that decrease injury (proper footwear)

## Social Development

*The student develops positive personal and social skills needed to work independently and with others in aerobic activities*

- 5a—Evaluate personal skills and set goals for improvement.
- 5b—Respond to challenge, successes and failures in physical activities in socially acceptable ways.
- 5c—Accept successes and performance limitations of self and others
- 5d—Anticipate potentially dangerous consequences of participating in selected aerobic activities.

# TEKS Objectives High School

## Individual Sports

### Movement

*The student develops the ability to participate confidently in individual sports.*

- 1a—Exhibit a level of competency in two or more individual sports (aquatics, archery, badminton, bicycling, bowling, gymnastics, golf, handball, racquetball, self defense, table tennis, track and field, weight training, wrestling)
- 1b—Consistently perform skills and strategies, and rules at a basic level of competency.

*The student applies movement concepts and principles to the learning and development of motor skills*

- 2a—Use internal and external information to modify movement during performance.
- 2b—Describe appropriate practices and procedures to improve skill and strategy in an activity.
- 2c—Develop an appropriate conditioning program for the selected activity
- 2d—Identify correctly the critical elements for successful performance within the context of the activity.

### Social Development

*The student understands the basic components such as strategies, protocol, and rules of individual sports.*

- 3a—Acknowledge good play from an opponent during competition.
- 3b—Accept the roles and decisions of officials
- 3c—Demonstrate officiating techniques.
- 3d—Research and describe the historical development of an individual sport.

### Physical Activity and Health

*The student exhibits a physically-active lifestyle and improves health and provides opportunities for enjoyment and challenge through aerobic activity.*

- 4a—Select and participate in aerobic activities that provide for enjoyment and challenge.
- 4b—Analyze and compare personal fitness status (cardiovascular endurance, muscular strength and endurance, flexibility, and body composition)
- 4c—Analyze and compare health and fitness benefits derived from participating in selected aerobic activities.
- 4d— Establish realistic and challenging health-related fitness goals
- 4e— Explain the relationship between individual sports and physical fitness.
- 4f—Describe two training principles appropriate for flexibility, muscular strength and endurance, and cardio-respiratory endurance.
- 4g—Explain the effects of substance abuse on personal health and performance.

*The student understands and applies safety practices associated with aerobic activities.*

- 5a—Evaluate risks and safety factors that may effect aerobic activity preferences throughout the life span.
- 5b—Identify and apply rules and procedures that are designed for safe participation..
- 5c—Describe equipment and practices that decrease injury (proper footwear)

### Social Development

*The student develops positive personal and social skills needed to work independently and with others in aerobic activities.*

- 6a—Evaluate personal skills and set goals for improvement.
- 6b—Respond to challenge, successes and failures in physical activities in socially acceptable ways.
- 6c—Accept successes and performance limitations of self and others
- 6d—Anticipate potentially dangerous consequences of participating in selected aerobic activities.
- 6e—Demonstrate responsible behavior in individual sports (playing by rules, accepting lack of skills in others)

# TEKS Objectives High School

## Team Sports

### Movement

*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.*

- 1a—Demonstrate consistency in all basic offensive skills (dribbling, batting, spiking and setting)
- 1b—Demonstrate consistency in all basic defensive skills (guarding, trapping, blocking, fielding, tackling, goalkeeping)

*The student applies movement concepts and principles to the learning and development of motor skills*

- 2a—Use internal and external information to modify movement during performance.
- 2b—Describe appropriate practices and procedures to improve skill and strategy in an activity.
- 2c—Develop an appropriate conditioning program for the selected activity
- 2d—Identify correctly the critical elements for successful performance within the context of the activity.
- 2e—Recognize that improvement is possible with appropriate practice.

### Social Development

*The student understands the basic components such as strategies, protocol, and rules of individual sports.*

- 3a—Acknowledge good play from an opponent during competition.
- 3b—Accept the roles and decisions of officials
- 3c—Demonstrate officiating techniques.
- 3d—Research and describe the historical development of an individual sport.

### Physical Activity and Health

*The student exhibits a physically-active lifestyle and improves health and provides opportunities for enjoyment and challenge through aerobic activity.*

- 4a—Select and participate in aerobic activities that provide for enjoyment and challenge.
- 4b—Analyze and compare personal fitness status (cardiovascular endurance, muscular strength and endurance, flexibility, and body composition)
- 4c—Describe health and fitness benefits derived from participating in selected aerobic activities.
- 4d—Establish realistic and challenging health-related fitness goals
- 4e—Develop and participate in personal fitness program that has potential to provide identified goals.
- 4f—Describe two training principles appropriate for flexibility, muscular strength and endurance, and cardio-respiratory endurance.

*The student knows the implications and benefits from being involved in daily physical activity.*

- 5a—Discuss training principles appropriate for flexibility, muscular strength and endurance, and cardio-respiratory endurance..
- 5b—Explain effects of eating and exercise patterns on weight control, self concept and physical performance.
- 5c—Explain the effects of substance abuse on personal health and performance in physical activity.

*The student understands and applies safety practices associated with team sports.*

- 6a—Evaluate risks and safety factors that may effect aerobic activity preferences throughout the life span.
- 6b—Identify and apply rules and procedures that are designed for safe participation..
- 5c—Identify team sports that achieve health-related fitness goals in both school and outside of school.
- 5d—Participate regularly in team sports.

### Social Development

*The student develops positive personal and social skills needed to work independently and with others in aerobic activities*

- 7a—Evaluate personal skills and set goals for improvement.
- 7b—Respond to challenge, successes and failures in physical activities in socially acceptable ways.
- 7c—Accept successes and performance limitations of self and others
- 7d—Anticipate potentially dangerous consequences of participating in selected team sports.
- 7e—Demonstrate appropriate etiquette while participating in a sport.