



# North East ISD Physical Education & Health Department Off Campus Physical Activity Middle School TEKS Activity Survey

Agency:

Agency Coordinator:

For SY: 2025-2026

## Instructions:

To ensure activities are structured per 19 TAC 103.1003, agencies must provide proof that the activities they provide align to grade appropriate movement, physical activity and health, and social development strands of the PE TEKS. The numbers represent the specific strands referenced in the law while the letters represent the specific student expectations. Place a checkmark in the box to the left of each specific TEKS for which your Agency provides instruction.

	6th Grade	7th Grade	8th Grade
Movement Patterns & Movement Skills	<b>(1) Locomotor Skills.</b> The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:		
	<input type="checkbox"/> (A) <i>perform</i> a variety of locomotor skills and combinations during dynamic activities and games	<input type="checkbox"/> (A) <i>combine</i> and <i>apply</i> a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities	
	<input type="checkbox"/> (B) <i>demonstrate</i> correct jumping and landing technique during dynamic activities, game situations, and sports	<input type="checkbox"/> (B) <i>apply</i> correct jumping and landing techniques during dynamic activities, game situations, and sports	<input type="checkbox"/> (B) <i>combine</i> correct jumping and landing technique during dynamic activities, game situations, and sports
	<b>(2) Non-locomotor Skills.</b> The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:		
	<input type="checkbox"/> (A) <i>demonstrate</i> balance with control during dynamic activities and games	<input type="checkbox"/> (A) <i>move</i> between positions with controlled balance during dynamic activities, game situations, and sports	<input type="checkbox"/> (A) <i>combine</i> and <i>apply</i> balance with control during dynamic activities, game situations, and sports
	<input type="checkbox"/> (B) <i>demonstrate</i> proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities and games	<input type="checkbox"/> (B) <i>demonstrate</i> proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities, game situations, and sports	<input type="checkbox"/> (B) <i>perform</i> proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities, game situations, and sports
	<b>(3) Manipulative Skills.</b> The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:		
	<input type="checkbox"/> (A) <i>demonstrate</i> correct technique when throwing to a moving target	<input type="checkbox"/> (A) <i>apply</i> correct throwing technique with both partners moving during dynamic activities, game situations, and sports with distance, power, and accuracy	<input type="checkbox"/> (A) <i>combine</i> appropriate throwing techniques during game situations and sports
	<input type="checkbox"/> (B) <i>demonstrate</i> correct catching technique with a variety of objects from different levels and trajectories	<input type="checkbox"/> (B) <i>apply</i> correct catching technique with a variety of objects from different levels and trajectories during dynamic activities, game situations, and sports	<input type="checkbox"/> (B) <i>apply</i> appropriate catching technique from different levels and trajectories with an implement during game situations and sports
	<input type="checkbox"/> (C) <i>demonstrate</i> correct hand dribbling technique when changing both speed and direction while maintaining ball control	<input type="checkbox"/> (C) <i>apply</i> offensive and defensive patterns in game strategies while hand dribbling	<input type="checkbox"/> (C) <i>perform</i> , without cue, key elements in hand dribbling during game situations and sports
	<input type="checkbox"/> (D) <i>demonstrate</i> correct foot dribbling technique with control while changing both speed and direction during dynamic activities and game situations	<input type="checkbox"/> (D) <i>apply</i> offensive and defensive foot dribbling strategies during game situations and sports	<input type="checkbox"/> (D) <i>perform</i> , without cue, key elements in foot dribbling during game situations and sports
	<input type="checkbox"/> (E) <i>demonstrate</i> correct technique in kicking and punting with accuracy during dynamic activities and lead-up games	<input type="checkbox"/> (E) <i>apply</i> correct technique in kicking and punting during game situations and sports with control, distance, and accuracy	
	<input type="checkbox"/> (F) <i>demonstrate</i> correct technique in volleying to a target with control and accuracy	<input type="checkbox"/> (F) <i>apply</i> correct technique in volleying during game situations and sports with both control and accuracy	<input type="checkbox"/> (F) <i>perform</i> , without cue, key elements in volleying during game situations and sports
	<input type="checkbox"/> (G) <i>demonstrate</i> correct technique when striking an object with speed, accuracy, force, and distance using a hand or handled implement during dynamic activities and lead-up games	<input type="checkbox"/> (G) <i>apply</i> correct technique when striking an object with speed, accuracy, force, and distance during game situations and sports	<input type="checkbox"/> (G) <i>perform</i> , without cue, key elements when striking during game situations and sports
	<input type="checkbox"/> (H) <i>create</i> and <i>perform</i> a jump rope routine using a variety of advanced skills	<input type="checkbox"/> (H) <i>create</i> and <i>perform</i> a jump rope routine using a variety of skills that include agility, speed, and endurance	<input type="checkbox"/> (H) <i>create</i> and <i>perform</i> a jump rope routine with a partner or a small group using a variety of skills that include agility, speed, and endurance
	<b>(4) Spatial and Body Awareness.</b> The physically literate student demonstrates competency in spatial and body awareness <b>including</b> pathways, shapes, levels, speeds, direction and force. The student is expected to:		
	<input type="checkbox"/> (A) <i>demonstrate</i> the appropriate use of open space and closing space during dynamic activities, games, and sports	<input type="checkbox"/> (A) <i>execute</i> the appropriate use of open space and closing space during dynamic activities, games, and sports	<input type="checkbox"/> (A) <i>perform</i> , without cue, the appropriate use of open space and closing space during dynamic activities, games, and sports
	<input type="checkbox"/> (B) <i>integrate</i> pathways, shapes, and levels into strategies and tactics during dynamic activities, games, and sports		
	<input type="checkbox"/> (C) <i>apply</i> speed, direction, and force with a long-handled implement during dynamic activities, games, and sports	<input type="checkbox"/> (C) <i>execute</i> the appropriate use of speed, direction, and force with or without an implement during dynamic activities, games, and sports	<input type="checkbox"/> (C) <i>perform</i> , without cue, the appropriate speed, direction, and force with or without an implement during dynamic activities, games, and sports

6th Grade		7th Grade		8th Grade		
Health, Physical Activity & Fitness	(5) <b>Rhythmic Activities.</b> The physically literate student demonstrates competency in rhythmic combinations. The student is expected to:					
	<input type="checkbox"/>	(A) <i>perform</i> rhythmic routines with intermediate steps and movement patterns	<input type="checkbox"/>	(A) <i>perform</i> rhythmic routines with advanced steps and movement patterns with a partner	<input type="checkbox"/>	(A) <i>create</i> and <i>perform</i> a rhythmic routine with varying tempos using advanced steps and movement patterns in a small group
	(8) <b>Fitness Principles.</b> The physically literate student demonstrates and recognizes a health enhancing, physically-active lifestyle. The student is expected to:					
	<input type="checkbox"/>	(A) <i>describe</i> the long-term benefits of moderate to vigorous physical activity on overall health and wellness	<input type="checkbox"/>	(A) <i>analyze</i> the long-term benefits of moderate to vigorous physical activity on overall health and wellness	<input type="checkbox"/>	(A) <i>perform</i> a variety of lifelong physical activities and explain their effects on overall health and wellness
	<input type="checkbox"/>	(B) <i>describe</i> the Frequency, Intensity, Time, and Yype (FITT) principle and how it improves fitness in relation to aerobic and anaerobic activities	<input type="checkbox"/>	(B) <i>apply</i> basic Frequency, Intensity, Time, and Type (FITT) principles in a variety of aerobic and anaerobic activities	<input type="checkbox"/>	(B) <i>perform</i> basic Frequency, Intensity, Time, and Type (FITT) principles in a variety of self-selected aerobic and anaerobic activities
	<input type="checkbox"/>	(C) <i>describe</i> health-related and skill-related fitness components and their impact on personal fitness	<input type="checkbox"/>	(C) <i>apply</i> health-related and skill-related fitness components and <i>explain</i> how each component impacts personal fitness	<input type="checkbox"/>	(C) <i>analyze</i> and <i>develop</i> a personal fitness plan using health-related and skill-related fitness components
	(9) <b>Analyze Data.</b> The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:					
	<input type="checkbox"/>	(A) use personal fitness goals to <i>develop</i> an individual fitness plan	<input type="checkbox"/>	(A) <i>create</i> a collaborative physical fitness plan to target areas for improvement in health-related fitness	<input type="checkbox"/>	(A) <i>create</i> and <i>implement</i> a personal physical fitness plan and <i>analyze</i> the results for effectiveness
	<input type="checkbox"/>	(B) <i>analyze</i> results of fitness assessments to identify strategies for self-improvement	<input type="checkbox"/>	(B) <i>monitor</i> and <i>evaluate</i> personal fitness goals and make appropriate changes for improvement	<input type="checkbox"/>	(B) <i>evaluate</i> personal fitness goals and make appropriate changes for improvement
	(10) <b>Nutrition and Hydration.</b> The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:					
	<input type="checkbox"/>	(A) <i>identify</i> macronutrients <b>including</b> carbohydrates, fats, and proteins, and <i>examine</i> their relationship with optimal physical performance	<input type="checkbox"/>	(A) <i>evaluate</i> healthy food choices that show a balanced daily intake of macronutrients to enhance physical performance	<input type="checkbox"/>	(A) <i>develop</i> a healthy food choice plan that enhances physical performance
	<input type="checkbox"/>	(B) <i>identify</i> how environmental temperature and humidity each contribute to dehydration and heat illness	<input type="checkbox"/>	(B) <i>analyze</i> and <i>determine</i> the appropriate times to consume traditional sports drinks that have the appropriate carbohydrate and sodium content	<input type="checkbox"/>	(B) <i>determine</i> hydration needs without teacher cue based on physical performance and environmental factors
	(11) <b>Environmental Awareness and Safety Practices.</b> The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:					
	<input type="checkbox"/>	(A) <i>perform</i> , without cue, the selection and use of proper attire and safety equipment that promotes safe participation and prevents injury in dynamic activities, games, and sports				
	<input type="checkbox"/>	(B) <i>perform</i> , without cue, the correct safety precautions, <b>including</b> water, sun, cycling, skating, and scooter safety			<input type="checkbox"/>	(B) <i>perform</i> , without cue, the correct safety precautions, <b>including</b> pedestrian, water, sun, cycling, skating, and scooter safety
Social & Emotional Health	(12) <b>Personal Responsibility and Self-Management.</b> The physically literate student demonstrates competency in personal responsibility. The student is expected to:					
	<input type="checkbox"/>	(A) <i>accept</i> and <i>take responsibility</i> for personal actions that affect self and others during game situations and sports	<input type="checkbox"/>	(A) <i>accept</i> responsibility and <i>demonstrate</i> respect for differences and similarities in abilities of self and others during game situations and sports		
	<input type="checkbox"/>	(B) <i>accept</i> responsibility and <i>demonstrate</i> respect for differences and similarities in abilities of self and others during dynamic				
	<input type="checkbox"/>	(C) <i>apply</i> self-management skills to <i>demonstrate</i> self-control of impulses and emotions, without cue, during games, situations, and sports	<input type="checkbox"/>	(C) <i>analyze</i> self-management skills to <i>demonstrate</i> self-control of impulses and emotions, without cue, during game situations and sports	<input type="checkbox"/>	(C) <i>evaluate</i> self-management skills to <i>demonstrate</i> self-control of impulses and emotions, without cue, during games, situations, and sports
	(13) <b>Resolving Conflict and Social Interaction.</b> The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:					
	<input type="checkbox"/>	(A) <i>resolve</i> conflict, without cue, in socially acceptable ways, including responding to winning and losing with dignity and understanding				
	<input type="checkbox"/>	(B) <i>explain</i> and <i>demonstrate</i> effective communication to enhance healthy interactions while settling disagreements	<input type="checkbox"/>	(B) <i>implement</i> effective communication to enhance healthy interactions while settling disagreements		
	<input type="checkbox"/>	(C) <i>demonstrate</i> empathy and mutual respect for the feelings of others				
	(14) <b>Perseverance.</b> The physically literate student perseveres while addressing challenges. The student is expected to:					
	<input type="checkbox"/>	(A) <i>accept</i> individual challenges and use self-management skills to persevere in a positive manner during game situations and sports	<input type="checkbox"/>	(A) <i>develop</i> and <i>apply</i> a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports		
	(15) <b>Accepting and Providing Constructive Feedback.</b> The physically literate student accepts and provides constructive feedback. The student is expected to:					
	<input type="checkbox"/>	(A) <i>analyze</i> feedback to make appropriate changes to improve performance	<input type="checkbox"/>	(A) <i>provide</i> constructive feedback to peers following teacher guidelines to improve performance	<input type="checkbox"/>	(A) <i>provide</i> constructive feedback to peers using a positive tone to improve performance