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Course Overview	Grades 7–8 Physical Education with integrated Health Education advances students from skill application to strategic performance, analysis, and independent decision-making aligned to TEKS. Students refine complex movement patterns, apply offensive and defensive strategies across varied activity settings, and use performance data to monitor and improve fitness outcomes. Using the SPARK Middle School Physical Education curriculum, students engage in structured, high-engagement movement experiences that build coordination, endurance, strength, and tactical awareness. Instruction emphasizes progression from skill execution to strategy implementation, enabling students to analyze gameplay, adjust performance in real time, and demonstrate leadership in cooperative and competitive environments. Integrated Health Education TEKS are embedded within each unit to reinforce communication, goal setting, nutrition, safety, and mental and emotional wellness through activity-based application and brief reflection.
Course Standards	**Texas Essential Knowledge and Skills (TEKS)** **Seventh Grade |** Physical Education | Health Education **Eighth Grade |** Physical Education | Health Education
Instructional Materials	The **SPARK Physical Education & Health curriculum suite** is the approved instructional resource **for (Middle School & High School)** and provides integrated instruction aligned to both Physical Education and Health TEKS. Alongside SPARK *Physical Education – SPARK *Healthy Living Choices curriculum resources utilize developmentally appropriate health content, including life skills, conflict resolution, nutrition, substance abuse prevention, safety, and fitness across all primary grade levels. Health and safety topics related to student well-being, including abuse prevention and personal safety, are supported through campus-based implementation led by counselors and school leaders using **state-endorsed and developmentally appropriate Board, .gov, and CDC resources**. Additionally, IDEA incorporates age-appropriate awareness of **First Aid and CPR/AED and Stop the Bleed** concepts aligned to guidance from the **American Heart Association** and other approved government endorsed organizations.
Vertical Alignment Key	**Physical Education standards are aligned to:** • **Grade 7: 19 TAC §116.27 | Grade 8: 19 TAC §116.28** **Integrated Health Education standards are aligned to:** • **Grades 7–8: 19 TAC §115.26** **Health Education TEKS** are integrated through middle school–appropriate physical activity routines, brief reflection prompts, and scenario-based checks. Physical Education and Health standards are intentionally correlated by unit so that the health connection directly reflects the behaviors, decisions, and interactions students experience during physical activity
Assessment(s)	◊ **IHT Monitors for MVPA** –| FDOS to LDOS | **6th - 11th** Grade Only ◊ **FitnessGram (BOY) Baseline** | FDOS – October 30th | 6th-8th Grades | *CTE-PESW Course included ◊ **FitnessGram (EOY) Final** | 2nd Semester Jan 1st – April 09th | **3rd-5th** Grades Only ◊ **Unit Assessments** – SPARK provided in the digital tools at the end of each Unit. ◊ **TIA Eligible Course/Codes {Link}** ○ 02850000 **P.E. Departmentalized Grade 6,** ○ 03823070 **P.E. Grade 7,** ○ 03823080 **P.E. Grade 8,**

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
Culture Days / Course Foundations • 8–10 days (45-min) • 4–5 days (90-min) SPARK: Responsibility & Routines, Respect and Role-Taking, Acceptance & Grouping	Performance-Based: Evaluate routines, safety, and transitions Strategy/Application: Assess responsibility, roles, and decision-making Health Connection: Reflection: What behaviors create a safe environment? SPARK Tasks + Observation FitnessGram Prep	**7th: §116.27(b)(11A–B), (12A–C), (13A–C)** • Select and use appropriate attire, equipment, hydration, and safety procedures during activity • Accept responsibility, demonstrate respect for differences, and apply self-management in structured settings • Communicate effectively, resolve conflict, and demonstrate empathy during group participation **8th: §116.28(b)(11A–B), (12A–C), (13A–C)** • Independently manage equipment, space, and safety with minimal prompting • Lead by modeling respectful behavior and inclusive participation during class routines • Apply advanced conflict-resolution strategies to maintain productive group dynamics	**§115.26(b)(2C–D), (3D–F), (12A–E)** • Use health information to make safe choices during routines and equipment use • Communicate with peers, listen to perspectives, and use non-violent conflict resolution • Identify and practice behaviors that support a safe, respectful, and inclusive class climate

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
01 Fitness Foundations & 02 Football Concepts • 8–10 days SPARK: Circuits, Passing, Defense, Routes	Performance-Based: Evaluate passing, catching, and fitness execution Strategy/Application: Assess pacing, positioning, and effort adjustments Health Connection: Reflection: How did effort and hydration impact performance? FitnessGram BOY SPARK Circuits	**7th: §116.27(b)(1A–B), (3A–B), (8A–C), (10A–B)** • Perform locomotor combinations with safe jumping/landing during dynamic fitness tasks • Throw to moving targets and catch from varied trajectories in partner drills • Identify components of fitness and apply FITT principles during circuits • Describe hydration, nutrition, and temperature effects on performance **8th: §116.28(b)(1A–B), (3A–B), (8A–C), (10A–B)** • Execute complex movement combinations with control under increased intensity • Apply passing and catching skills in competitive scenarios with defensive pressure • Analyze fitness data and adjust effort, pacing, and technique • Evaluate the impact of nutrition and hydration on performance outcomes	**§115.26(b)(1), (7A–E), (8A–B), (11)** • Explain how body systems support movement, endurance, and recovery • Identify nutrient needs and hydration strategies that support activity • Analyze benefits and barriers related to regular physical activity • Apply injury-prevention and safety practices during warm-ups and gameplay

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
03 Cooperatives **04 Basketball** • 8–10 days SPARK: Dribbling, Passing, Small-Sided Games	Performance-Based: Evaluate dribbling, passing, defense Strategy/Application: Assess spacing, shot selection, off-ball movement Health Connection: Reflection: How did communication improve success? SPARK Gameplay	**7th: §116.27(b)(2B), (3C), (4A), (6A–C)** • Demonstrate controlled dribbling while changing speed and direction • Apply pivoting and passing to maintain possession in small-sided play • Use spatial awareness to create and close space during gameplay • Apply basic offensive and defensive strategies in cooperative settings **8th: §116.28(b)(2B), (3C), (4A), (6A–C)** • Execute advanced ball-handling and passing under defensive pressure • Analyze offensive/defensive strategies and adjust positioning in real time • Apply tactical decision-making to support team spacing and scoring • Demonstrate consistent teamwork and communication in competitive play	**§115.26(b)(3A–F), (4A–B), (12A–E)** • Use verbal and non-verbal communication to support team play • Listen to peer perspectives and adjust decisions to meet team goals • Apply conflict-resolution strategies during competitive situations • Set personal and team goals for skill development and participation • Promote a safe and inclusive environment during gameplay

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
05 Backyard Games & 06 Soccer • 8–10 days SPARK: Kicking, Passing, Mini-Games	Performance-Based: Evaluate kicking and control Strategy/Application: Assess spacing and decisions Health Connection: Reflection: What supported safe and fair play? BOE 1–2	**7th: §116.27(b)(3D–E), (4A), (6A–B), (7)** • Demonstrate controlled foot dribbling and kicking with accuracy • Create and use space to support passing and movement without the ball • Apply basic offensive and defensive strategies in small-sided games • Participate in organized recreational activities beyond traditional sports **8th: §116.28(b)(3D–E), (4A), (6A–B), (7)** • Execute foot skills with precision while changing speed and direction • Analyze spacing and adjust positioning to support team strategy • Apply advanced tactical decision-making during gameplay • Transfer skills across varied game formats and environments	**§115.26(b)(2C–D), (3D–F), (13A–F)** • Use health and safety information to guide decisions during active play • Communicate effectively with teammates and resolve disagreements • Apply safe practices when rotating equipment and sharing space • Use digital tools responsibly when tracking or reflecting on activity

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
07 Cooperatives, Kinesthetic Awareness & 08 Dance • 8–10 days SPARK: Dance Routines, Group Movement	Performance-Based: Evaluate rhythm and sequencing Strategy/Application: Assess coordination and group timing Health Connection: Reflection: How did confidence impact performance? Observation	**7th: §116.27(b)(1A), (2A), (5), (12B–C)** • Perform locomotor combinations with rhythm and control • Demonstrate balance and body control during movement sequences • Perform rhythmic routines with intermediate steps and patterns • Respect differences and apply self-management during group tasks **8th: §116.28(b)(1A), (2A), (5), (12B–C)** • Create and perform complex rhythmic sequences with accuracy • Refine balance, timing, and coordination in group performances • Evaluate performance and make adjustments to improve execution • Demonstrate leadership and inclusivity during group routines	**§115.26(b)(3E), (4A–B), (5A–B)** • Respect others' perspectives during collaborative performance • Connect confidence and personal goals to participation • Identify factors influencing emotional wellness during performance • Use positive self-talk and peer support during group activities

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
09 Handball & 10 Jump Rope • 8–10 days SPARK: Striking, Rope Sequences	Performance-Based: Evaluate striking and rhythm Strategy/Application: Assess shot selection and sequence adjustments Health Connection: Reflection: How did persistence improve performance? BOE 3	**7th: §116.27(b)(3G), (3H), (6A–B), (14–15)** • Strike objects using hand or implement with control and accuracy • Perform jump rope sequences with rhythm and coordination • Apply basic net/wall strategies in practice settings • Persevere through challenge and use feedback to improve performance **8th: §116.28(b)(3G), (3H), (6A–B), (14–15)** • Execute striking skills with speed, force, and precision • Create and perform advanced jump rope combinations • Apply strategic shot placement and positioning in net/wall games • Analyze feedback and adjust technique for improved outcomes	**§115.26(b)(4B–C), (6A–H), (8A–B)** • Set personal goals and track progress during skill development • Recognize stress responses and apply coping strategies • Identify how persistence improves confidence and performance • Analyze how repeated practice supports long-term wellness

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
11 Racquets & Paddles • 8–10 days SPARK: Forehand, Backhand, Rally	Performance-Based: Evaluate forehand/backhand Strategy/Application: Assess placement and rally decisions Health Connection: Reflection: How did focus impact improvement? SPARK Assessment	**7th: §116.27(b)(3G), (4B), (6A–B), (15)** • Strike objects using an implement with control and direction • Apply force, speed, and direction during rallies • Use basic net/wall strategies during gameplay • Analyze feedback to improve technique **8th: §116.28(b)(3G), (4B), (6A–B), (15)** • Execute forehand and backhand strokes with precision • Adjust placement and shot selection during rallies • Apply advanced strategy in competitive play • Evaluate performance and refine technique based on feedback	**§115.26(b)(2B–C), (3E–F), (4B)** • Evaluate safety practices when using equipment • Respect peer perspectives during shared play • Set and monitor goals related to skill improvement • Demonstrate responsible decision-making during activity

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
12 Volleyball • 8–10 days SPARK: Passing, Serving, Gameplay	Performance-Based: Evaluate passing and serving Strategy/Application: Assess positioning and systems Health Connection: Reflection: How did teamwork affect performance? BOE 4 + FitnessGram EOY	**7th: §116.27(b)(2B), (3F), (6A–C), (13A–C)** • Demonstrate forearm and overhead passing with control • Serve using correct technique to initiate play • Apply basic offensive and defensive strategies • Communicate effectively during team gameplay **8th: §116.28(b)(2B), (3F), (6A–C), (13A–C)** • Execute passing and serving with accuracy under pressure • Apply rotation systems and team strategies • Adjust positioning based on game flow • Demonstrate advanced communication and teamwork	**§115.26(b)(3A–F), (5A–B), (12A–E)** • Use assertive communication during gameplay • Demonstrate resilience and positive peer support • Identify behaviors that promote inclusion and safety • Respond appropriately to mistakes and feedback

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
13 Track & Field • 8–10 days SPARK: Running, Relays, Events	BOE 5 window FitnessGram EOY	**7th: §116.27(b)(1A–B), (8A–C), (9A–B), (16A–B)** • Perform locomotor skills with proper technique • Apply fitness principles to running and endurance tasks • Set personal fitness goals and track progress • Use tools to support sustained physical activity **8th: §116.28(b)(1A–B), (8A–C), (9A–B), (16A–B)** • Refine technique in sprinting, jumping, and throwing • Analyze fitness data to improve performance • Adjust training strategies to meet personal goals • Evaluate how activity supports long-term wellness	**§115.26(b)(7A–E), (8A–B), (9A–B), (11)** • Connect nutrition and hydration to endurance performance • Analyze barriers to physical activity • Set and evaluate health-related goals • Apply safety practices during outdoor activity

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
14 Flying Disc & Field Day • 8–10 days SPARK: Throwing, Gameplay	Culminating performance tasks End of year Course Review/Assessment if applicable. *Determined by teacher	**7th: §116.27(b)(3A–B), (4A), (6A–C), (16B)** • Throw and catch objects from varied distances and trajectories • Use space effectively during gameplay • Apply basic invasion game strategies • Describe how activity supports enjoyment and confidence **8th: §116.28(b)(3A–B), (4A), (6A–C), (16B)** • Execute throws with accuracy and strategic intent • Apply advanced spacing and positioning • Demonstrate strategic gameplay and teamwork • Reflect on personal growth and participation	**§115.26(b)(3D–F), (4B), (12A–E)** • Communicate effectively during team play • Reflect on personal growth and confidence • Demonstrate inclusive and respectful behavior • Apply safe practices during culminating events

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TEKS Alignment

IInstruction in this course is aligned to the Texas Essential Knowledge and Skills (TEKS) for Physical Education and Health Education as adopted by the State Board of Education and implemented in accordance with Texas Education Code Chapter 28.

Physical Education instruction is aligned to:

- *Grade 7 §116.27*
- *Grade 8 §116.28*

Integrated Health Education instruction is aligned to:

- *Grades 7–8 §115.26*

Health Education TEKS are integrated within Physical Education instruction through brief, purposeful connections to the physical activity context. Instruction prioritizes movement first, followed by short reflection, discussion, or scenario-based checks that connect student decisions, safety, communication, and wellness to the activity experience.

Assessment Overview

Student learning is monitored through ongoing, performance-based assessment, including teacher observation of skill development, participation, safe movement, tactical application, and movement/health concept understanding. Assessment data is used to inform instruction and support student growth.

FitnessGram provides a fitness snapshot across required components. Individual assessment outcomes are used to help students understand current fitness levels and personal growth areas; they are not intended to function as a scored academic grade. SPARK includes unit assessments, task cards, rubrics, and teacher answer keys that may be used to assess mastery as needed. BOE collection windows are included for eligible courses/staff where SLO/TIA implementation applies.

Health-related learning is assessed through brief, activity-connected checks embedded within physical education instruction. These may include quick reflection prompts, exit tickets, partner discussions, or scenario-based questions that require students to apply decision-making, communication, safety, and wellness concepts directly to the physical activity context. These checks are designed to capture student thinking without disrupting instructional movement time.

Instructional Materials

Primary Texts (if applicable)

Supplemental instructional materials may be used to support instruction, expand on lessons or to meet the current reality of the campus operation. However, supplemental materials do NOT replace board-approved core instructional materials.

Additional information regarding instructional programs, assessments, and parent access to instructional materials is available on the district website.

Primary sources used to build this plan include: SPARK Middle School Yearly Plans and Pacing Guides; district-provided 6th Grade PE Scope and Sequence / Year-at-a-Glance; district-provided Grade 6 PE TEKS Map; district-provided Grade 6 Health TEKS Map; and Texas Administrative Code TEKS sources for Grade 6 Physical Education and Health Education.

Instructional Expectations

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Instruction is delivered using board-approved instructional materials and aligned to the scope and sequence outlined above. Teachers are expected to ensure all required standards are taught within the course timeframe, adjust activities to campus facilities and student needs, maintain safe participation expectations, and provide equitable opportunities for students to demonstrate growth. Supplemental activities may support instruction, expand engagement, or respond to campus operations, but they do not replace board-approved core instructional materials.