

Chapter 116. Texas Essential Knowledge and Skills for Physical Education

Subchapter B. Middle School

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.

§116.21. Implementation of Texas Essential Knowledge and Skills for Physical Education, Middle School.

The provisions of this subchapter shall supersede §75.30(m) and §75.46 of this title (relating to Physical Education) beginning September 1, 1998.

Source: The provisions of this §116.21 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.22. Physical Education, Grade 6.

(a) 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 life span.
- (2) In Grades 6-8, students understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. They learn to use technology such as heart rate monitors to assist in measuring and monitoring their own performance. Identifying the types of activities that provide them with enjoyment and challenge and that will encourage them to be physically active throughout life is reinforced during instruction in these grades.

(b) Knowledge and skills.

- (6.1) **Movement.** The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.

The student is expected to:

- (A) perform locomotor skills in dynamic fitness, sport, and rhythmic activities;
- (B) use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver;
- (C) perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences;
- (D) move in time to complex rhythmical patterns such as 3/4 time or 6/8 time;

- (E) design and refine a jump rope routine to music;
- (F) throw a variety of objects demonstrating both accuracy and distance such as frisbee, softball, and basketball;
- (G) strike a ball to a wall or a partner with a paddle/racquet using forehand and backhand strokes continuously;
- (H) strike a ball using a golf club or a hockey stick consistently so it travels in an intended direction and height;
- (I) hand and foot dribble while preventing an opponent from stealing the ball;
- (J) keep an object in the air without catching it in a small group such as volleyball and football; and
- (K) throw and catch a ball consistently while guarded by an opponent.

(6.2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills.

The student is expected to:

- (A) know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills;
- (B) make appropriate changes in performance based on feedback to improve skills; and
- (C) practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.

(6.3) **Physical activity and health.** The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.

The student is expected to:

- (A) identify opportunities in the school and community for regular participation in physical activity;
- (B) participate in moderate to vigorous health-related physical activities on a regular basis;
- (C) establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness such as personal logs, group projects, and no space/or criterion referenced tests; and

- (6.4) **Physical activity and health.**
The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

- (D) identify and know how to use technological tools used for measuring and monitoring fitness parameters such as computer programs, heart rate monitors, skin-fold calipers, and impedance testing equipment.

The student is expected to:

- (A) describe selected long-term benefits of regular physical activity;
- (B) classify activities as being aerobic or anaerobic;
- (C) describe the effects of aerobic exercise on the heart and overall health;
- (D) analyze effects of exercise on heart rate through the use of manual pulse checking and recovery rates, heart rate monitors, perceived exertion scales, and/or computer generated data;
- (E) identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness;
- (F) identify specific foods that contain protein, vitamins, and minerals that are key elements to optimal body function;
- (G) recognize the effects of substance abuse on personal health and performance in physical activity;
- (H) analyze ways outside influences affect decisions about care of the body such as alcohol and tobacco advertising and peer pressure; and
- (I) recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.

- (6.5) **Physical activity and health.**
The student understands and applies safety practices associated with physical activities.

The student is expected to:

- (A) use equipment safely and properly;
- (B) select and use proper attire that promotes participation and prevents injury;

- (C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;
 - (D) identify potentially dangerous exercises and their adverse effects on the body; and
 - (E) explain water safety and basic rescue procedures.
- (6.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.
- The student is expected to:
- (A) know basic rules for sports played such as setting up to start, restarting, violating rules; and
 - (B) keep accurate score during a contest.
- (6.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.
- The student is expected to:
- (A) participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations;
 - (B) handle conflicts that arise with others without confrontation;
 - (C) identify and follow rules while playing sports and games;
 - (D) accept decisions made by game officials such as student, teachers, and officials outside the school;
 - (E) accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice; and
 - (F) modify games/activities to improve the game/activity.

Source: The provisions of this §116.22 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.23. Physical Education, Grade 7.

- (a) 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) Seventh grade students apply similar concepts from one sport or movement setting to another. Students can observe another individual's performance and notice key elements for success. At this grade level, students participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change. Their knowledge of safety and the ability to manage their own behavior is reinforced. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development.

(b) Knowledge and skills.

- (7.1) **Movement.** The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.

The student is expected to:

- (A) coordinate movements with teammates to achieve team goals;
- (B) demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;
- (C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking;
- (D) perform selected folk, country, square, line, creative, and/or aerobic dances;
- (E) design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow;
- (F) demonstrate, without cue, critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand, striking with a racket or club, or batting;
- (G) combine skills competently to participate in modified versions of team and individual sports; and
- (H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.

- (7.2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills.

The student is expected to:

- (A) create and modify activities that provide practice of selected skills to improve performance such as practice with non-dominant hand, practice specific game situations, or practice jumps or cartwheels in both directions;
- (B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;
- (C) describe the importance of goal setting in improving skill;
- (D) detect and correct errors in personal or partner's skill performance;
- (E) make appropriate changes in performance based on feedback;
- (F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support; and
- (G) use basic offensive and defensive strategies while playing a modified version of a sport.

- (7.3) **Physical activity and health.** The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.

The student is expected to:

- (A) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;
- (B) identify favorite lifelong physical activities;
- (C) participate in moderate to vigorous health-related physical activities on a regular basis;
- (D) evaluate personal fitness goals and make appropriate changes for improvement; and
- (E) select and use appropriate technology tools to evaluate, monitor, and improve physical development.

- (7.4) **Physical activity and health.**
The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

The student is expected to:

- (A) list long term physiological and psychological benefits that may result from regular participation in physical activity;
- (B) assess physiological effects of exercise during and after physical activity;
- (C) match personal physical activities to health-related fitness components;
- (D) analyze the strength and weaknesses of selected physical activities;
- (E) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;
- (F) identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity, and time, and importance of balance in muscle pairs;
- (G) describe and predict the effects of fitness-related stress management techniques on the body;
- (H) explain the effects of eating and exercise patterns on weight control, self-concept and physical performance; and
- (I) recognize the effects of substance abuse on personal health and performance in physical activity.

- (7.5) **Physical activity and health.**
The student understands and applies safety practices associated with physical activities.

The student is expected to:

- (A) use equipment safely and properly;
- (B) select and use proper attire that promotes participation and prevents injury;
- (C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;
- (D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and

- (E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.
- (7.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.
- The student is expected to:
- (A) distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating; and
- (B) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as net/wall alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feel the movement, and fielding-back up other players.
- (7.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.
- The student is expected to:
- (A) solve problems in physical activities by analyzing causes and potential solutions;
- (B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;
- (C) accept decisions made by game officials such as student, teachers, and officials outside the school;
- (D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams; and
- (E) recognize the role of games, sport, and dance in getting to know and understand others.

Source: The provisions of this §116.23 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.24. Physical Education, Grade 8.

- (a) 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) In Grade 8, although the acquisition of physical fitness and skill development is important, emphasis is placed more on participation for enjoyment and challenge, both in and out of school. Understanding the need to remain physically active throughout life by participating in enjoyable lifetime activities is the basis for eighth grade instruction.

(b) Knowledge and skills.

- (8.1) **Movement.** The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.

The student is expected to:

- (A) coordinate movements with team mates to achieve team goals;
- (B) demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;
- (C) demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking;
- (D) perform selected folk, country, square, line, creative, and/or aerobic dances;
- (E) design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow;
- (F) demonstrate without cue critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand striking with a racket or club, or batting;
- (G) combine skills competently to participate in modified versions of team and individual sports; and
- (H) demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.

- (8.2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills.

The student is expected to:

- (A) create and modify activities that provide practice of selected skills to improve performance such as practice with non-dominant hand, practice specific game situations, and practice jumps or cartwheels in both directions;
- (B) identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving;
- (C) describe the importance of goal setting in improving skill;
- (D) detect and correct errors in his/her or partner's skill performance;
- (E) make appropriate changes in performance based on feedback;
- (F) identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability; and
- (G) use basic offensive and defensive strategies while playing a modified version of a sport.

- (8.3) **Physical activity and health.** The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.

The student is expected to:

- (A) describe and select physical activities that provide for enjoyment and challenge;
- (B) identify opportunities in the school and community for regular participation in physical activity;
- (C) participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;
- (D) identify favorite lifelong physical activities;
- (E) participate in moderate to vigorous physical activity for a sustained period of time on a regular basis;
- (F) maintain healthy levels of flexibility;
- (G) develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs;

- (H) evaluate personal fitness goals and make appropriate changes for improvement; and
- (I) select and use appropriate technology tools to evaluate, monitor, and improve physical development.

- (8.4) **Physical activity and health.**
The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.

The student is expected to:

- (A) list long term physiological and psychological benefits that may result from regular participation in physical activity;
- (B) select aerobic exercises and describe the effects on the heart and overall health;
- (C) assess physiological effects of exercise during and after physical activity;
- (D) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;
- (E) identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity and time, and importance of balance in muscle pairs;
- (F) describe and predict the effects of stress management techniques on the body;
- (G) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance; and
- (H) recognize the effects of substance abuse on personal health and performance in physical activity.

- (8.5) **Physical activity and health.**
The student understands and applies safety practices associated with physical activities.

The student is expected to:

- (A) use equipment safely and properly;
- (B) select and use proper attire that promotes participation and prevents injury;

- (8.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.
- (8.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.
- (C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;
- (D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and
- (E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.
- The student is expected to:
- (A) distinguish between compliance and noncompliance rules and regulations and apply agreed upon consequences when officiating; and
- (B) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feeling the movement, and fielding-back up other players.
- The student is expected to:
- (A) solve problems in physical activities by analyzing causes and potential solutions;
- (B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings;
- (C) identify and follow rules while playing sports and games;
- (D) accept decisions made by game officials including student, teachers, and officials outside the school; and
- (E) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.

Source: The provisions of this §116.24 adopted to be effective September 1, 1998, 22 TexReg 7759.