

**§116.23. Physical Education, Grade 8, Texas Essential Knowledge and Skills**

**Name of Provider** \_\_\_\_\_ **Type of Activity** \_\_\_\_\_

(Type or place an "x" in the box next to all that apply)

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| <b>(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:</b>                         |   |
| <input type="checkbox"/>   | (A) Coordinate movements with team mates to achieve team goals.   |
| <input type="checkbox"/>   | (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.   |
| <input type="checkbox"/>   | (C) Demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking.  |
| <input type="checkbox"/>   | (D) Perform selected folk, country, square, line, creative, and/or aerobic dances.  |
| <input type="checkbox"/>   | (E) Design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow.  |
| <input type="checkbox"/>   | (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. |
| <input type="checkbox"/>   | (G) Combine skills competently to participate in modified versions of team and individual sports.   |
| <input type="checkbox"/>   | (H) Demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.  |
| <b>(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:</b>   |   |
| <input type="checkbox"/>   | (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.   |
| <input type="checkbox"/>   | (B) Identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving.   |
| <input type="checkbox"/>   | (C) Describe the importance of goal setting in improving skill.   |
| <input type="checkbox"/>   | (D) Detect and correct errors in his/her or partner's skill performance.  |
| <input type="checkbox"/>   | (E) Make appropriate changes in performance based on feedback.  |
| <input type="checkbox"/>   | (F) Identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability.  |
| <input type="checkbox"/>   | (G) Use basic offensive and defensive strategies while playing a modified version of a sport.   |
| <b>(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:</b> |   |
| <input type="checkbox"/>   | (A) Describe and select physical activities that provide for enjoyment and challenge.   |
| <input type="checkbox"/>   | (B) Identify opportunities in the school and community for regular participation in physical activity.  |
| <input type="checkbox"/>   | (C) Participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities.  |
| <input type="checkbox"/>   | (D) Identify favorite lifelong physical activities.   |
| <input type="checkbox"/>   | (E) Participate in moderate to vigorous physical activity for a sustained period of time on a regular basis.  |
| <input type="checkbox"/>   | (F) Maintain healthy levels of flexibility.   |
| <input type="checkbox"/>   | (G) Develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs.   |
| <input type="checkbox"/>   | (H) Evaluate personal fitness goals and make appropriate changes for improvement.   |
| <input type="checkbox"/>   | (I) Select and use appropriate technology tools to evaluate, monitor, and improve physical development.   |
| <b>(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:</b>   |   |
| <input type="checkbox"/>   | (A) List long term physiological and psychological benefits that may result from regular participation in physical activity.  |
| <input type="checkbox"/>   | (B) Select aerobic exercises and describe the effects on the heart and overall health;  |
| <input type="checkbox"/>   | (C) Assess physiological effects of exercise during and after physical activity;  |
| <input type="checkbox"/>   | (D) Identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.  |
| <input type="checkbox"/>   | (E) Identify & apply basic weight training principles & safety practices such as appropriate goals, appropriate weight & repetitions, body alignment, principle of frequency, intensity & time & importance of balance in muscle pairs.                                       |
| <input type="checkbox"/>   | (F) Describe and predict the effects of stress management techniques on the body.   |

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|   | (G) Explain the effects of eating & exercise patterns on weight control, self-concept, & physical performance.   |
|   | (H) Recognize the effects of substance abuse on personal health and performance in physical activity.  |
| <b>(5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:</b>  |  |
|   | (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.  |
|   | (E) Recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.   |
| <b>(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:</b> |  |
|   | (A) Distinguish between compliance and noncompliance rules and regulations and apply agreed upon consequences when officiating.  |
|   | (B) Describe fundamental components & strategies used in net/wall, invasion, target & fielding games such as alternating the speed & direction of the ball, invasion-fakes, give & go, target-concentration, feeling the movement, & fielding-back up other players. |
| <b>(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:</b>                                  |  |
|   | (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.   |
|   | (E) Use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.   |

I certify that I have checked the boxes to accurately reflect the skills covered in my Off-Campus PE Program.

Provider

Signature \_\_\_\_\_