

## Chapter 116. High School Texas Essential Knowledge and Skills for Physical Education

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

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

### §116.52. Foundations of Personal Fitness (One-Half Credit).

<b>(1) Movement. While participating in physical activity, the student applies physiological and biomechanical principles to improve health-related fitness. The student is expected to:</b>	
<input type="checkbox"/>	(A) Apply physiological principles related to exercise and training such as warm-up/cool down, overload, frequency, intensity, specificity, or progression.
<input type="checkbox"/>	(B) Apply biomechanical principles related to exercise and training such as force, leverage, and type of contraction.
<b>(2) Social development. During physical activity, the student develops positive self-management and social skills needed to work independently and with others. The student is expected to:</b>	
<input type="checkbox"/>	(A) Apply rules, procedures, and etiquette.
<input type="checkbox"/>	(B) Recognize and resolve conflicts during physical activity.
<b>(3) Physical activity and health. The student applies safety practices associated with physical activity. The student is expected to:</b>	
<input type="checkbox"/>	(A) Demonstrate safety procedures such as spotting during gymnastics and using non-skid footwear.
<input type="checkbox"/>	(B) Describe examples and exercises that may be harmful or unsafe.
<input type="checkbox"/>	(C) Explain the relationship between fluid balance, physical activity, and environmental conditions such as loss of water and salt during exercise.
<input type="checkbox"/>	(D) Identify the effects of substance abuse on physical performance.
<b>(4) Physical activity and health. The student applies fitness principles during a personal fitness program. The student is expected to:</b>	
<input type="checkbox"/>	(A) Explain the relationship between physical fitness and health.
<input type="checkbox"/>	(B) Participate in a variety of activities that develop health-related physical fitness activities including aerobic exercise to develop cardiovascular efficiency.
<input type="checkbox"/>	(C) Demonstrate the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed.
<input type="checkbox"/>	(D) Compare and contrast health-related and skill-related fitness.
<input type="checkbox"/>	(E) Describe methods of evaluating health-related fitness such as Cooper's 1.5 mile run test.
<input type="checkbox"/>	(F) List and describe the components of exercise prescription such as overload principle, type, progression, or specificity.
<input type="checkbox"/>	(G) Design and implement a personal fitness program.
<input type="checkbox"/>	(H) Evaluate consumer issues related to physical fitness such as marketing claims promoting fitness products and services.
<b>(5) Physical activity and health. The student comprehends practices that impact daily performance, physical activity, and health. The student is expected to:</b>	
<input type="checkbox"/>	(A) Investigate positive and negative attitudes towards exercise and physical activities.
<input type="checkbox"/>	(B) Describe physical fitness activities that can be used for stress reduction.
<input type="checkbox"/>	(C) Explain how over training may contribute to negative health problems such as bulimia and anorexia.
<input type="checkbox"/>	(D) Analyze the relationship between sound nutritional practices and physical activity.
<input type="checkbox"/>	(E) Explain myths associated with physical activity and nutritional practices.
<input type="checkbox"/>	(F) Analyze methods of weight control such as diet, exercise, or combination of both.
<input type="checkbox"/>	(G) Identify changeable risk factors such as inactivity, smoking, nutrition, and stress that affect physical activity and health.

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

Provider Signature \_\_\_\_\_

**Chapter 116. High School Texas Essential Knowledge and Skills for Physical Education**

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

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

**§116.53. Adventure/Outdoor Education (One-Half Credit).**

<b>(1) 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. The student is</b>	
<input type="checkbox"/>	(A) Demonstrate consistency in the execution of the basic skills of adventure/outdoor education activities.
<input type="checkbox"/>	(B) Demonstrate understanding of the rules, skills, and strategies of an activity and can apply them appropriately.
<input type="checkbox"/>	(C) Develop an appropriate conditioning program for the selected activity.
<b>(2) Physical activity and health. 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) Use internal and external information to modify movement during performance.
<input type="checkbox"/>	(B) Develop an appropriate conditioning program for the selected activity.
<input type="checkbox"/>	(C) Identify correctly the critical elements for successful performance within the context of the activity.
<b>(3) Physical activity and health. The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:</b>	
<input type="checkbox"/>	(A) Select and participate in adventure/outdoor education activities that provide for enjoyment and challenge.
<input type="checkbox"/>	(B) Analyze & compare health and fitness benefits derived from participation in adventure/outdoor educ. activities.
<input type="checkbox"/>	(C) Establish realistic yet challenging health-related fitness goals.
<input type="checkbox"/>	(D) Develop and participate in a personal fitness program that has the potential to meet identified goals.
<input type="checkbox"/>	(E) Describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.
<input type="checkbox"/>	(F) Select and use appropriate technology tools to evaluate, monitor, and improve physical development.
<b>(4) Physical activity and health. The student knows the relationship between outdoor activities and health. The student is expected to:</b>	
<input type="checkbox"/>	(A) Identify and apply the health-related fitness principles to outdoor activities;
<input type="checkbox"/>	(B) Analyze the strengths and weaknesses of adventure/outdoor education activities and their effects on a personal fitness program;
<input type="checkbox"/>	(C) Show evidence of developing and maintaining health-related fitness.
<input type="checkbox"/>	(D) Explain and follow safety procedures during adventure/outdoor education activities.
<input type="checkbox"/>	(E) List and describe safety equipment used in outdoor activities.
<input type="checkbox"/>	(F) Design safe and appropriate practices/procedures to improve skill in an activity.

I certify that I have checked the boxes to accurately reflect the skills covered in my Off-Campus PE program.  
 Provider Signature \_\_\_\_\_

## Chapter 116. High School Texas Essential Knowledge and Skills for Physical Education

Name of Provider \_\_\_\_\_ Type of Activity \_\_\_\_\_  
 (Type or place an "x" in the box next to all that apply)

### §116.54. **Aerobic Activities (One-Half Credit).**

	<b>(1) Physical activity and health. The student develops the ability to perform a level of competency in aerobic activities. The student is expected to:</b>
<input type="checkbox"/>	(A) Exhibit a level of competency in two or more aerobic activities that may include aerobic dance, aqua aerobics, cycling, jogging, power walking, recreational dance, and step aerobics.
<input type="checkbox"/>	(B) Consistently perform skills, strategies, and rules at a basic level of competency.
	<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) Use internal and external information to modify movement during performance.
<input type="checkbox"/>	(B) Describe appropriate practices and procedures to improve skill and strategy in an activity.
<input type="checkbox"/>	(C) Develop an appropriate conditioning program for the selected activity.
<input type="checkbox"/>	(D) Identify correctly the critical elements for successful performance within the context of the activity.
	<b>(3) Physical activity and health. The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge through aerobic activity. The student is expected to:</b>
<input type="checkbox"/>	(A) Select and participate in aerobic activities that provide for enjoyment and challenge.
<input type="checkbox"/>	(B) Analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.
<input type="checkbox"/>	(C) Analyze and compare health and fitness benefits derived from participating in selected aerobic activities.
<input type="checkbox"/>	(D) Establish realistic yet challenging health-related fitness goals.
<input type="checkbox"/>	(E) Develop and participate in a personal fitness program that has the potential to provide identified goals;
<input type="checkbox"/>	(F) Describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio-respiratory endurance.
<input type="checkbox"/>	(G) Select and use appropriate technology tools to evaluate, monitor, and improve physical development.
<input type="checkbox"/>	(H) Explain the effects of substance abuse on personal health and performance in physical activity.
	<b>(4) Physical activity and health. The student understands and applies safety practices associated with aerobic activities. The student is expected to:</b>
<input type="checkbox"/>	(A) Evaluate risks and safety factors that may effect aerobic activity preferences throughout the life span.
<input type="checkbox"/>	(B) Identify and apply rules and procedures that are designed for safe participation.
<input type="checkbox"/>	(C) Explain why and how a rule provides safe practices in participation.
<input type="checkbox"/>	(D) Describe equipment and practices that decrease the likelihood of injury such as proper footwear.
	<b>(5) Social development. The student develops positive personal and social skills needed to work independently and with others in aerobic activities. The student is expected to:</b>
<input type="checkbox"/>	(A) Evaluate personal skills and set realistic goals for improvement.
<input type="checkbox"/>	(B) Respond to challenges, successes, and failures in physical activities in socially appropriate ways.
<input type="checkbox"/>	(C) Accept successes and performance limitations of self and others, exhibit appropriate behavior/responses, and recognize that improvement is possible with appropriate practice.
<input type="checkbox"/>	(D) Anticipate potentially dangerous consequences of participating in selected aerobic activities.

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

Provider Signature \_\_\_\_\_

## Chapter 116. High School Texas Essential Knowledge and Skills for Physical Education

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

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

### §116.55. Individual Sports (One-Half Credit).

	<b>(1) Movement. The student develops the ability to participate confidently in individual sports. The student is expected</b>
<input type="checkbox"/>	(A) Exhibit a level of competency in two or more individual sports that include aquatics, archery, badminton, bicycling, bowling, gymnastics, golf, handball, racquetball, self-defense, table tennis, track and field, weight training, or wrestling.
<input type="checkbox"/>	(B) Consistently perform skills and strategies and follow rules at a basic level of competency.
	<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) Use internal and external information to modify movement during performance.
<input type="checkbox"/>	(B) Describe appropriate practice procedures to improve skill and strategy in a sport.
<input type="checkbox"/>	(C) Develop an appropriate conditioning program for the selected sport;.
<input type="checkbox"/>	(D) Identify correctly the critical elements for successful performance of a sport skill.
	<b>(3) Social development. The student understands the basic components such as strategies, protocol, and rules of individual sports. The student is expected to:</b>
<input type="checkbox"/>	(A) Acknowledge good play from an opponent during competition.
<input type="checkbox"/>	(B) Accept the roles and decisions of officials.
<input type="checkbox"/>	(C) Demonstrate officiating techniques.
<input type="checkbox"/>	(D) Research and describe the historical development of an individual sport.
	<b>(4) Physical activity and health. The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge during individual sports. The student is expected to:</b>
<input type="checkbox"/>	(A) Select and participate in individual sports that provide for enjoyment and challenge;
<input type="checkbox"/>	(B) Analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;
<input type="checkbox"/>	(C) Analyze and compare health and fitness benefits derived from participating in selected individual sports;.
<input type="checkbox"/>	(D) Establish realistic yet challenging health-related fitness goals for selected individual sports.
<input type="checkbox"/>	(E) Explain the interrelatedness between selected individual sports and a personal fitness program.
<input type="checkbox"/>	(F) Describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.
<input type="checkbox"/>	(G) Explain the effects of substance abuse on personal health and performance in physical activity such as side effects of steroid use.
	<b>(5) Physical activity and health. The student understands and applies safety practices associated with individual sports. The student is expected to:</b>
<input type="checkbox"/>	(A) Evaluate risks and safety factors that may affect individual sport preferences.
<input type="checkbox"/>	(B) Identify and follow safety procedures when participating in individual sports.
<input type="checkbox"/>	(C) Describe equipment and practices that prevent or reduce injuries.
	<b>(6) Social development. The student develops positive personal and social skills needed to work independently and with others in individual sports. The student is expected to:</b>
<input type="checkbox"/>	(A) Evaluate personal skills and set realistic goals for improvement;
<input type="checkbox"/>	(B) Respond to challenges, successes, and failures in physical activities in socially appropriate ways;
<input type="checkbox"/>	(C) Accept successes and performance limitations of self and others;
<input type="checkbox"/>	(D) Anticipate potentially dangerous consequences of participating in selected individual sports; and
<input type="checkbox"/>	(E) Demonstrate responsible behavior in individual sports such as playing by the rules, accepting lack of skill in others.

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

Provider Signature \_\_\_\_\_

## Chapter 116. High School Texas Essential Knowledge and Skills for Physical Education

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

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

### §116.56. Team Sports (One-Half Credit).

	<b>(1) Movement skills. 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.</b>
<input type="checkbox"/>	(A) demonstrate consistency using all the basic offensive skills of a sport while participating in a game such as dribbling, batting, or spiking competently in a dynamic setting; and
<input type="checkbox"/>	(B) demonstrate consistency using all the basic defensive skills of a sport while participating in a game such as guarding, trapping, blocking, fielding, tackling, or goalkeeping competently in a dynamic setting.
<input type="checkbox"/>	<b>(2) Movement skills. 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) use internal and external information to modify movement during performance;
<input type="checkbox"/>	(B) describe appropriate practice procedures to improve skill and strategy in an activity;
<input type="checkbox"/>	(C) develop an appropriate conditioning program for the selected activity;
<input type="checkbox"/>	(D) identify correctly the critical elements for successful performance within the context of the activity; and
<input type="checkbox"/>	(E) recognize that improvement is possible with appropriate practice.
<input type="checkbox"/>	<b>(3) Social development. The student understands the basic components such as strategies, protocol, and rules of structured physical activities. The student is expected to:</b>
<input type="checkbox"/>	(A) acknowledge good play from an opponent during competition;
<input type="checkbox"/>	(B) accept the roles and decisions of officials;
<input type="checkbox"/>	(C) demonstrate officiating techniques; and
<input type="checkbox"/>	(D) research and describe the historical development of an individual sport.
<input type="checkbox"/>	<b>(4) Physical activity and health. The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge through team sports. The student is expected to:</b>
<input type="checkbox"/>	(A) select and participate in individual sports that provide for enjoyment and challenge;
<input type="checkbox"/>	(B) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;
<input type="checkbox"/>	(C) describe the health and fitness benefits derived from participating in selected team sports;
<input type="checkbox"/>	(D) establish realistic yet challenging health-related fitness goals;
<input type="checkbox"/>	(E) develop and participate in a personal fitness program that has the potential to provide identified goals; and
<input type="checkbox"/>	(F) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.
<input type="checkbox"/>	<b>(5) Physical activity and health. The student knows the implications and benefits from being involved in daily physical activity. The student is expected to:</b>
<input type="checkbox"/>	(A) discuss training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance;
<input type="checkbox"/>	(B) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance; and
<input type="checkbox"/>	(C) explain the effects of substance abuse on personal health and performance in physical activity.
<input type="checkbox"/>	<b>(6) Physical activity and health. The student understands and applies safety practices associated with team sports. The student is expected to:</b>
<input type="checkbox"/>	(A) evaluate risks and safety factors that may affect sport preferences;
<input type="checkbox"/>	(B) identify and apply rules and procedures that are designed for safe participation in team sports;
<input type="checkbox"/>	(C) identify team sports that achieve health-related fitness goals in both school and community settings; and
<input type="checkbox"/>	(D) participate regularly in team sports.
<input type="checkbox"/>	<b>(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in team sports. The student is expected to:</b>
<input type="checkbox"/>	(A) evaluate personal skills and set realistic goals for improvement;
<input type="checkbox"/>	(B) respond to challenges, successes, and failures in physical activities in socially appropriate ways;
<input type="checkbox"/>	(C) accept successes and performance limitations of self and others and exhibit appropriate behavior/responses;
<input type="checkbox"/>	(D) anticipate potentially dangerous consequences of participating in selected team sports; and
<input type="checkbox"/>	(E) display appropriate etiquette while participating in a sport.

I certify that I have checked the boxes to accurately reflect the skills covered in my Off-Campus PE program.  
 Provider Signature \_\_\_\_\_