

Junior High School Physical Education TEKS
8th Grade: 116.28(b) Knowledge and Skills

Name of Provider: _____ Type of Activity: _____

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

(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:	
<input type="checkbox"/>	(A) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities
<input type="checkbox"/>	(B) combine correct jumping and landing technique during dynamic activities, game situations, and sports
(2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:	
<input type="checkbox"/>	(A) combine and apply balance with control during dynamic activities, game situations, and sports
<input type="checkbox"/>	(B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports
(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:	
<input type="checkbox"/>	(A) combine appropriate throwing techniques during game situations and sports
<input type="checkbox"/>	(B) apply appropriate catching technique from different levels and trajectories with an implement during game situations and sports
<input type="checkbox"/>	(C) perform, without cue, key elements in hand dribbling during game situations and sports
<input type="checkbox"/>	(D) perform, without cue, key elements in foot dribbling during game situations and sports
<input type="checkbox"/>	(E) apply correct technique in kicking and punting during game situations and sports with control, distance, and accuracy
<input type="checkbox"/>	(F) perform, without cue, key elements in volleying during game situations and sports
<input type="checkbox"/>	(G) perform, without cue, key elements in striking during game situations and sports;
<input type="checkbox"/>	(H) create and perform a jump rope routine with a partner or a small group using a variety of skills that include agility, speed, and endurance
(4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:	
<input type="checkbox"/>	(A) perform, without cue, the appropriate use of open space and closing space during dynamic activities, games, and sports
<input type="checkbox"/>	(B) perform, without cue, the appropriate speed, direction, and force with or without an implement during dynamic activities, games, and sports
(5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to create and perform with a small group a rhythmic routine with varying tempos using advanced steps and movement patterns.	
(6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:	
<input type="checkbox"/>	(A) perform, without cue, offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports
<input type="checkbox"/>	(B) perform, without cue, combinations or sequences of game skills to achieve individual or team goals
<input type="checkbox"/>	(C) follow rules, demonstrate appropriate sporting behavior, self-officiate, and respect consequences for the game being played without cue
(7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to engage in a variety of self-selected outdoor recreational activities and games.	
(8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:	
<input type="checkbox"/>	(A) perform a variety of lifelong physical activities and explain their effects on overall health and wellness
<input type="checkbox"/>	(B) perform basic frequency, intensity, time, and type (FITT) principle in a variety of self-selected aerobic and anaerobic activities
<input type="checkbox"/>	(C) develop and analyze a personal fitness plan using health-related and skill-related fitness components
(9) Health, physical activity, and fitness--analyze data. 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) create and implement a personal physical fitness plan and analyze the results for effectiveness
<input type="checkbox"/>	(B) evaluate personal fitness goals and make appropriate changes for improvement

(10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:	
	(A) develop a healthy food choice plan that enhances physical performance
	(B) determine hydration needs, without cue, based on physical performance and environmental factors
(11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:	
	(A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports
	(B) perform, without cue, the correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety
(12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:	
	(A) discuss the importance of and accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports
	(B) evaluate self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports
(13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:	
	(A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding
	(B) communicate effectively to enhance healthy interactions while settling disagreements
	(C) demonstrate empathy and mutual respect for the feelings of others
(14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports.	
(15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to provide constructive feedback to peers using a positive tone to improve performance.	
(16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:	
	(A) implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis
	(B) participate in self-selected physical activities for personal enjoyment