



Off-Campus Physical Education Program Guidelines

2026-2027

Purpose of the Off-Campus Physical Education (OCPE)

Program: The purpose of the Off-Campus Physical Education Program is to accommodate students who are making a serious effort to develop higher-level skills in a specific activity that exceeds what the school district can offer through the general physical education program. The OCPE Program allows students in 6th through 12th grades to earn credits that meet the district and state physical education graduation requirements. Students are expected to be physically educated, along with being physically active. Students are expected to show accountability of skill development as well as learned physical activity. Knowledge of Health concepts and age appropriate social development are also requirements of the Texas Essential Knowledge and Skills for Physical Education.

Description of the Off-Campus Physical Education Program

The OCPE Program is a partnership between the Willis Independent School District and an approved Off-Campus agency. Examples of activities that facilities may provide are: dance, diving (MS only), equestrian, fencing, gymnastics, figure skating, golf (MS only), martial arts, rowing, swimming (MS only), tennis (MS only), and other **individual** sports. Team sports are not eligible for this program. Only instructional hours apply towards the state required time. Game days, competitions, and animal care/grooming do not apply toward the total weekly participation hours. Agencies must provide an alternative place of instruction during inclement weather. The Executive Director of Secondary Education is responsible for overseeing the OCPE Program.

Middle and high school students may participate in either Category I or Category II waivers. Middle and high school students may earn 0.5 credits per semester for a total of four credits towards their physical education graduation requirement. High school students may not participate in activities that have a UIL matching sport on their campus.

In order for a waiver to be granted, WISD will follow the guidelines set in Texas Administrative Code (TAC) §74.11(d)(7)(C). The term "appropriate" implies, among other things that **the substitute activity is in congruence with the Physical Education Texas Essential Knowledge and Skills (TEKS) as closely as possible, if not above and beyond the rigor of the standards.**

• **Category I - (Olympic/National Level – (for middle and high school))** - Participation includes a **minimum of 15 hours per week** of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this

level may be dismissed from school one hour at the end of the day. Students dismissed **may not miss any class other than physical education.**

• **Category II – Middle and High School** - Participation includes a **minimum of 5 hours per week, but less than 15 hours per week**, at a private or commercially-sponsored agency that provides physical activities which include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Students do not leave school early. Students are assigned an elective class in place of PE.

Application Procedure (Students)

- Students will be scheduled for campus physical education classes, based on their physical education requirement needs, until the OCPE Program approval has been granted.
- Parents can enroll their student in Off-Campus Physical Education beginning **May 1st of every year.**
- Agencies **must** be on WISD's approved agency list. The student's campus captain has a complete listing of all approved facilities.
- Campus captains will conference with students to discuss graduation requirements and scheduling needs. Until the Off-Campus application has been approved, students will remain in their assigned campus physical education class.
- Parents must complete the application before the first day of classes in the fall. **Completing the campus course selection form does NOT enroll a student in OCPE.**
- Off-Campus physical education will be recorded on students' schedules and report cards.
- Parents and students should confirm that OCPE appears on students' schedules at the beginning of each semester and that students have received a grade on their report card.
- **Schools may place an "I" (Incomplete) or zero on students' report cards if agencies do not submit students' grades and/or attendance by the appropriate deadlines.** The vendors' students will receive a zero for the coinciding "grade cycle".
- Off-Campus facilities not submitting grade reports and attendance reports in accordance with written deadlines, may be removed from the approved Off-Campus facility list. Students enrolled in programs where the vendor becomes unapproved will be placed in a campus physical education class.
- Off-Campus applications (vendor and student) do not carry over from one year to the next. A new Off-Campus Physical Education Program Application for vendors and students must be submitted each school year.

Student/Parent Responsibilities

- All documentation from parents, agency/instructors, and campus captains must be completed and submitted by the required deadlines. **The student enrollment “window” will close on the first day of classes in the fall.**
- Students may only participate with one approved agency/instructor at a time.
- Students must participate a minimum of 15 hours per week for Category I. Category II waivers require a minimum of five hours, but less than 15 hours per week at an approved Agency. Participation begins at the start of the fall semester and continues through the entire school year (total of 36 weeks). Students who are unable to complete the 36 week requirement will be transferred into a general PE class. Students will receive 0.5 credits for Physical Education per semester. For the OCPE Program, each hour of student participation is equivalent to one day of attendance or absence. Any missing training time must be “made up” by the student. Students are not required to make up time for WISD scheduled holidays.
- Students participating in UIL athletics or team sports are not eligible to participate in Off-Campus Physical Education.
- **Absences:** A student who has a total of more than two absences from an off-campus physical education class within a semester will not receive credit for the semester. If a student is accumulating the required number of hours in less than five days a week; each absence counts as 1 ½ or 2 days depending on the number of hours missed on that day. A student must make up missed days.
A student’s absences and record of “pass” or “fail” must be recorded on the Grade Reporting Form and a photocopy of the form must be sent to the student’s campus captain at the end of every nine week grading period by email, mail or fax. Prior to the end of the semester, a final grade and attendance documentation must be sent to the campus captain. Failure to comply with the established deadlines, may result in termination from the approved off-campus facility list.
- Students participating in Category I must maintain 15+ hours of participation per week throughout the entire school year. Failure to maintain required participation hours will result in removal from the Category I program. Failure to complete the full year will result in no credit.
- In the case of short-term injury (7-14 days), students must continue to attend their Off-Campus Program and complete alternative learning activities. A doctor’s note must be given to the instructor within three business days, with details describing what the student can and cannot do and when full participation is expected.
- In the case of long-term injury (longer than three weeks), students may be dismissed from the Off-Campus program and be reassigned to a campus physical education class.
- It is the parents responsibility to ensure that the Off-Campus facility they've chosen for their child is a safe and secure facility. Approval of an establishment by WISD is only based on the establishment meeting the TEA criteria for an Off Campus Physical Education substitution. No facility has been endorsed by Willis ISD. Willis ISD will not maintain or ask for criminal

background checks. It is the parents’ responsibility to ensure a safe environment for their child.

Agency Responsibilities: The agency coordinator or designee must attend a yearly informational meeting hosted by WISD to review the Texas Education Agency guidelines and WISD guidelines for Off-Campus Physical Education facilities.

- The Agency must designate an OCPE Agency Coordinator who is responsible for training all instructors to ensure that all OCPE program requirements are being upheld. A designated grade signer is responsible for submitting student grades to the appropriate campus on the reporting day by **noon**.
- The Agency and OCPE Agency Coordinator may be interviewed and asked to provide the documentation listed on the application before being approved.
 - Agencies must provide a clean and safe environment in which students are "well supervised." The coach/instructor must be present at all times during the scheduled activity to provide guidance and instruction, and to ensure safety.
 - Agencies must provide an alternative place and plan for students participating in the OCPE program when there is inclement weather.
 - Competition/game participation/animal care & grooming does not count toward Category I or Category II time requirements.
 - The Agency will be dismissed from the OCPE program if there is evidence that OCPE program criteria and/or requirements are not being met or upheld.

Agency Coordinator & Instructor Responsibilities:

- The OCPE Agency Coordinator must ensure that all instructors are "exceptionally trained". It is the responsibility of the Agency to provide documentation of the instructors training, certification and experience.
- The OCPE Agency Coordinator must ensure that all instructors teach and discuss the agreed upon physical education TEKS during scheduled practices or scheduled OCPE Program instruction time.
- The OCPE Agency Coordinator must ensure that all instructors maintain the required documentation (students' off-campus hours of participation and nine week grade.) The OCPE coordinator must send the grade reporting form to students' campus captain by **noon** on each of the reporting period dates. A grade reporting form, with due dates, will be sent electronically to approved facilities prior to the start of school. The OCPE agency coordinator must provide evidence of student attendance upon request.
- The OCPE agency coordinator must notify the school campus captain, **within three school days**, if the student does not meet the 90% attendance requirement. For the OCPE program, one hour of participation is equivalent to one day of attendance or absence. Agencies may round down—1.5 hours missed = 1 day of absence.
- The OCPE Agency Coordinator must provide WISD with current instructor contact and certification information as needed.

Should a facilities location/director/instructor change at any time during the school year, it is the facilities responsibility to notify the Coordinator of Health and Physical Education within 10 business days of the change.

Should the facility have multiple locations, the student's instruction must take place at the facility location indicated on the Off-Campus application.

The Executive Director of Secondary Education will make unannounced site visits and will expect to see evidence of learned physical education TEKS. Off-Campus facilities will receive one warning for non-compliance of the OCPE program requirements. If a second breach of the OCPE program requirements occur, the agency may be removed from the OCPE program approved list.

WISD Off-Campus Physical Education Program Guidelines for Student

Guidelines:

1. Student applications must be completed and returned to the secretary overseeing this program before the deadline.
2. **Students must be enrolled for the entire school year.** Failure to complete each semester for any reason may result in a grade of "fail."
3. Students must be in attendance for at least the minimum required hours per week, for their approved category for the each semester. An average semester is 87 days. This equates to 17 weeks minimum attendance per semester. A student must be accumulating the **required 5 or 15 hours per week for each semester.** Missed training time due to illness or school related conflicts must be made up.
4. **Absences:** A student who has a total of more than the equivalent of three days absences in a semester will not receive credit for the semester. If a student accumulates the required number of hours in less than five days a week; each absence would count as one and a half or two days depending on the number of hours missed on that day. **A student can make up missed days. Students do not need to make up absences as a result of Willis ISD holidays. A student's absences must be recorded on the Grade Reporting Form and a photo copy of the form sent to the campus captain on designated dates by noon for every three-week grading period by email, mail, or fax.**
5. Students, who "drop out" of the program prior to the end of the semester, will receive a grade of fail, and the "original" Grade Reporting Form should be returned to the student's campus captain **within three school days**—student will be reassigned to a campus PE class.
6. Final/original Grade Reporting Form, with the instructor's signature is due to the student's campus captain in accordance with the established grade reporting guidelines. **The Final Grade Reporting Form may be sent by email, fax or hand delivered by the agency coordinator.**
7. The Willis Independent School District reserves the right to issue a grade based on the information available.
8. Student attendance records must be maintained at all times and be available for inspection by the Executive Director of Secondary Education.
9. All conditions as outlined in the student's application shall be adhered to by the commercial establishment.
10. Participants are responsible for paying all fees required by the commercial establishment. Students who are unable to meet the facilities fee structure will be dropped from the program and enrolled in campus PE.
11. Students are not allowed to change facilities during the semester without District approval from the Executive Director of Secondary Education. Students participating in UIL athletics are not eligible for Off-Campus Physical Education.
12. Team sports are not eligible for participation in Off Campus PE.
13. Research the facility and coaches; WISD does NOT conduct background checks for Off Campus facilities and staff.
14. Understand and comply with the attendance requirements.
15. Parent/Student is responsible provide transportation.
16. Understand that your child is committed to a "year-long" program.
17. Understand that if the child drops out of the program at any time, no credit is awarded.
18. In the event of long term injury, the student will be dropped from the program.
19. Students may only participate with one agency.

My signature below verifies I have read and understand the Guidelines above.

Student Signature: _____ Print name: _____ Date: _____

Parent Signature: _____ Print name: _____ Date: _____

Make a photocopy of these guidelines and **return the original** with your application

• 612 N Campbell St. • Willis, TX 77378

Willis ISD Student Application for Off-Campus Physical Education Waiver 2026-2027

Student Name: _____ Student ID Number: _____

Campus Captain Name: _____ Campus: _____

Parent Name: _____ E-Mail: _____
Phone: _____

Activity you are requesting approval for: _____

Provider establishment: _____

I have read the **Texas Education Agency Guidelines for Category I and Category II programs.** Initial _____

I am requesting approval for Category I **and/or** Category II

REMEMBER: Include the original signed WISD Off-Campus Physical Education Program Guidelines for Student (Page 3 of this packet) with your application. All applications should include pages 3 and 4 of this packet.

My signature below verifies I agree to follow the Student Guidelines as outlined in this packet.

Student Signature: _____ Print name: _____ Date: _____

Parent Signature: _____ Print name: _____ Date: _____

Application window: May 1st through the first day of classes in the fall.

**Applications *will not* be accepted after school starts.
Make a copy of the application packet for your file.**

Recommendation of the Executive Director of Secondary Education:

Student Approved Not approved for the calendar year _____

Date: _____ Signature: _____

For Office Use Only:		
Prior review and approval of PE substitution program was conducted on:	Attendance Verification Form received on:	Credit awarded and added to the Academic Record:
Date:	Date:	Date:
By:	By:	By:

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 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.

- (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.
- (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.
- (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
 - (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.
 - (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) 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.

- (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) 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.
- (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.
- (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.
- (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.
- (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.
- (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.
- (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.
- (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) 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.
 - (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.
- (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
- (G) use basic offensive and defensive strategies while playing a modified version of a sport.
- (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.
- (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.
- (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.
- (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 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.
- (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) 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. For additional information, email rules@tea.state.tx.us.

Subchapter C. — High School

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

§116.51. Implementation of Texas Essential Knowledge and Skills for Physical Education, High School.

The provisions of this subchapter shall supersede §75.66 of this title (relating to Physical Education) beginning September 1, 1998.

Source: The provisions of this §116.51 adopted to be effective September 1, 1998, 22 TexReg 7759.

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

(a) General requirements. This course is the recommended prerequisite for all other physical education courses. (b) 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) Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic

purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

(c) Knowledge and skills.

- (1) Movement. While participating in physical activity, the student applies physiological and biomechanical principles to improve health-related fitness. The student is expected to:
 - (A) apply physiological principles related to exercise and training such as warm-up/cool down, overload, frequency, intensity, specificity, or progression; and
 - (B) apply biomechanical principles related to exercise and training such as force, leverage, and type of contraction.
- (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:
 - (A) apply rules, procedures, and etiquette; and
 - (B) recognize and resolve conflicts during physical activity.
- (3) Physical activity and health. The student applies safety practices associated with physical activity. The student is expected to:
 - (A) demonstrate safety procedures such as spotting during gymnastics and using non-skid footwear;
 - (B) describe examples and exercises that may be harmful or unsafe;
 - (C) explain the relationship between fluid balance, physical activity, and environmental conditions such as loss of water and salt during exercise; and
 - (D) identify the effects of substance abuse on physical performance.
- (4) Physical activity and health. The student applies fitness principles during a personal fitness program. The student is expected to:
 - (A) explain the relationship between physical fitness and health;
 - (B) participate in a variety of activities that develop health-related physical fitness activities including aerobic exercise to develop cardiovascular efficiency;
 - (C) demonstrate the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed;
 - (D) compare and contrast health-related and skill-related fitness;
 - (E) describe methods of evaluating health-related fitness such as Cooper's 1.5 mile run test;
 - (F) list and describe the components of exercise prescription such as overload principle, type, progression, or specificity;
 - (G) design and implement a personal fitness program; and
 - (H) evaluate consumer issues related to physical fitness such as marketing claims promoting fitness products and services.
- (5) Physical activity and health. The student comprehends practices that impact daily performance, physical activity, and health. The student is expected to:
 - (A) investigate positive and negative attitudes towards exercise and physical activities;
 - (B) describe physical fitness activities that can be used for stress reduction;
 - (C) explain how over training may contribute to negative health problems such as bulimia and anorexia;
 - (D) analyze the relationship between sound nutritional practices and physical activity;
 - (E) explain myths associated with physical activity and nutritional practices;
 - (F) analyze methods of weight control such as diet, exercise, or combination of both; and
 - (G) identify changeable risk factors such as inactivity, smoking, nutrition, and stress that affect physical activity and health.

Source: The provisions of this §116.52 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.53. Adventure/Outdoor Education (1/2 Credit).

- (a) General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness. (b) 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) Students enrolled in adventure outdoor education are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime.
- (c) Knowledge and skills.
- (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 expected to:
 - (A) demonstrate consistency in the execution of the basic skills of adventure/outdoor education activities;
 - (B) demonstrate understanding of the rules, skills, and strategies of an activity and can apply them appropriately; and
 - (C) develop an appropriate conditioning program for the selected activity.
 - (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:
 - (A) use internal and external information to modify movement during performance;
 - (B) develop an appropriate conditioning program for the selected activity; and
 - (C) identify correctly the critical elements for successful performance within the context of the activity.
 - (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:
 - (A) select and participate in adventure/outdoor education activities that provide for enjoyment and challenge;
 - (B) analyze and compare health and fitness benefits derived from participation in adventure/outdoor education activities;
 - (C) establish realistic yet challenging health-related fitness goals;
 - (D) develop and participate in a personal fitness program that has the potential to meet identified goals;
 - (E) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance; and
 - (F) select and use appropriate technology tools to evaluate, monitor, and improve physical development.
 - (4) Physical activity and health. The student knows the relationship between outdoor activities and health. The student is expected to:
 - (A) identify and apply the health-related fitness principles to outdoor activities;
 - (B) analyze the strengths and weaknesses of adventure/outdoor education activities and their effects on a personal fitness program;
 - (C) show evidence of developing and maintaining health-related fitness;
 - (D) explain and follow safety procedures during adventure/outdoor education activities;
 - (E) list and describe safety equipment used in outdoor activities; and
 - (F) design safe and appropriate practices/procedures to improve skill in an activity.

Source: The provisions of this §116.53 adopted to be effective September 1, 1998, 22 TexReg 7759.

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

- (a) General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness. (b) 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) Students in aerobic activities are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.
- (c) Knowledge and skills.
- (1) Physical activity and health. The student develops the ability to perform a level of competency in aerobic activities. The student is expected to:
 - (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; and
 - (B) consistently perform skills, strategies, and rules at a basic level of competency.
 - (2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:
 - (A) use internal and external information to modify movement during performance;
 - (B) describe appropriate practices and procedures to improve skill and strategy in an activity;
 - (C) develop an appropriate conditioning program for the selected activity; and
 - (D) identify correctly the critical elements for successful performance within the context of the activity.
 - (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:
 - (A) select and participate in aerobic activities that provide for enjoyment and challenge;
 - (B) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance,

- flexibility, and body composition;
 - (C) analyze and compare health and fitness benefits derived from participating in selected aerobic activities;
 - (D) establish realistic yet challenging health-related fitness goals;
 - (E) develop and participate in a personal fitness program that has the potential to provide identified goals;
 - (F) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance;
 - (G) select and use appropriate technology tools to evaluate, monitor, and improve physical development; and
 - (H) explain the effects of substance abuse on personal health and performance in physical activity.
- (4) Physical activity and health. The student understands and applies safety practices associated with aerobic activities. The student is expected to:
- (A) evaluate risks and safety factors that may effect aerobic activity preferences throughout the life span;
 - (B) identify and apply rules and procedures that are designed for safe participation;
 - (C) explain why and how a rule provides safe practices in participation; and
 - (D) describe equipment and practices that decrease the likelihood of injury such as proper footwear.
- (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:
- (A) evaluate personal skills and set realistic goals for improvement;
 - (B) respond to challenges, successes, and failures in physical activities in socially appropriate ways;
 - (C) accept successes and performance limitations of self and others, exhibit appropriate behavior/responses, and recognize that improvement is possible with appropriate practice; and
 - (D) anticipate potentially dangerous consequences of participating in selected aerobic activities.
- Source:** The provisions of this §116.53 adopted to be effective September 1, 1998, 22 TexReg 7759.

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

- (a) General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness. (b) Introduction.
- (1) In Physical Education, students acquire movement knowledge and skills 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) Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.
- (c) Knowledge and skills.
- (1) Movement. The student develops the ability to participate confidently in individual sports. The student is expected to:
- (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; and
 - (B) consistently perform skills and strategies and follow rules at a basic level of competency.
- (2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:
- (A) use internal and external information to modify movement during performance;
 - (B) describe appropriate practice procedures to improve skill and strategy in a sport;
 - (C) develop an appropriate conditioning program for the selected sport; and
 - (D) identify correctly the critical elements for successful performance of a sport skill.
- (3) Social development. The student understands the basic components such as strategies, protocol, and rules of individual sports. The student is expected to:
- (A) acknowledge good play from an opponent during competition;
 - (B) accept the roles and decisions of officials;
 - (C) demonstrate officiating techniques; and
 - (D) research and describe the historical development of an individual sport.
- (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:
- (A) select and participate in individual sports that provide for enjoyment and challenge;
 - (B) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;
 - (C) analyze and compare health and fitness benefits derived from participating in selected individual sports;
 - (D) establish realistic yet challenging health-related fitness goals for selected individual sports;
 - (E) explain the interrelatedness between selected individual sports and a personal fitness program;
 - (F) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance; and
 - (G) explain the effects of substance abuse on personal health and performance in physical activity such as side effects of steroid

use.

- (5) Physical activity and health. The student understands and applies safety practices associated with individual sports. The student is

expected to:

- (A) evaluate risks and safety factors that may affect individual sport preferences;
 - (B) identify and follow safety procedures when participating in individual sports; and
 - (C) describe equipment and practices that prevent or reduce injuries.
- (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:
- (A) evaluate personal skills and set realistic goals for improvement;
 - (B) respond to challenges, successes, and failures in physical activities in socially appropriate ways;
 - (C) accept successes and performance limitations of self and others;
 - (D) anticipate potentially dangerous consequences of participating in selected individual sports; and
 - (E) demonstrate responsible behavior in individual sports such as playing by the rules, accepting lack of skill in others.

Source: The provisions of this §116.55 adopted to be effective September 1, 1998, 22 TexReg 7759.

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

- (a) General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness. (b) 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) Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and

fair play.

Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during

the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

- (c) Knowledge and skills.

- (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. The student is expected to:

(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

(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.

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

student is expected to:

(A) use internal and external information to modify movement during performance;

(B) describe appropriate practice procedures to improve skill and strategy in an activity;

(C) develop an appropriate conditioning program for the selected activity;

(D) identify correctly the critical elements for successful performance within the context of the activity; and

(E) recognize that improvement is possible with appropriate practice.

- (3) Social development. The student understands the basic components such as strategies, protocol, and rules of structured physical

activities. The student is expected to:

(A) acknowledge good play from an opponent during competition;

(B) accept the roles and decisions of officials;

(C) demonstrate officiating techniques; and

(D) research and describe the historical development of an individual sport.

- (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:

(A) select and participate in individual sports that provide for enjoyment and challenge;

(B) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;

(C) describe the health and fitness benefits derived from participating in selected team sports;

(D) establish realistic yet challenging health-related fitness goals;

(E) develop and participate in a personal fitness program that has the potential to provide identified goals; and

(F) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.

- (5) Physical activity and health. The student knows the implications and benefits from being involved in daily physical activity. The

student is expected to:

(A) discuss training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance;

(B) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance; and

(C) explain the effects of substance abuse on personal health and performance in physical activity.

(6) Physical activity and health. The student understands and applies safety practices associated with team sports. The student is

expected to:

(A) evaluate risks and safety factors that may affect sport preferences;

(B) identify and apply rules and procedures that are designed for safe participation in team sports;

(C) identify team sports that achieve health-related fitness goals in both school and community settings; and

(D) participate regularly in team sports.

(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:

(A) evaluate personal skills and set realistic goals for improvement;

(B) respond to challenges, successes, and failures in physical activities in socially appropriate ways;

(C) accept successes and performance limitations of self and others and exhibit appropriate behavior/responses;

(D) anticipate potentially dangerous consequences of participating in selected team sports; and

(E) display appropriate etiquette while participating in a sport.

Source: The provisions of this §116.56 adopted to be effective September 1, 1998, 22 TexReg

7759. For additional information, email rules@tea.state.tx.us.