

Physical Education, Grade 8

(a) Introduction.

(1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).

(A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).

(B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).

(C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.

(2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

(3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At

least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

(4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ages and ability levels. Basic equipment for quality instruction includes, but is not limited to, the following: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.

(5) In Grades 6-8 physical education, students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(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:

(A) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities; and

Breakouts

- (i) combine a variety of locomotor skills during dynamic fitness activities
- (ii) combine a variety of locomotor skills during sport activities
- (iii) combine a variety of locomotor skills during rhythmic activities
- (iv) apply a variety of locomotor skills during dynamic fitness activities

- (v) apply a variety of locomotor skills during sport activities
- (vi) apply a variety of locomotor skills during rhythmic activities

(B) combine correct jumping and landing technique during dynamic activities, game situations, and sports.

Breakouts

- (i) combine correct jumping and landing technique during dynamic activities
- (ii) combine correct jumping and landing technique during game situations
- (iii) combine correct jumping and landing technique during 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:

(A) combine and apply balance with control during dynamic activities, game situations, and sports; and

Breakouts

- (i) combine balance with control during dynamic activities
- (ii) combine balance with control during game situations
- (iii) combine balance with control during sports
- (iv) apply balance with control during dynamic activities
- (v) apply balance with control during game situations
- (vi) apply balance with control during sports

(B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports.

Breakouts

- (i) demonstrate proper body positioning during dynamic activities
- (ii) demonstrate proper body positioning during game situations
- (iii) demonstrate proper body positioning during sports
- (iv) demonstrate proper proficiency during dynamic activities
- (v) demonstrate proper proficiency during game situations
- (vi) demonstrate proper proficiency during sports
- (vii) demonstrate proper footwork during dynamic activities
- (viii) demonstrate proper footwork during game situations
- (ix) demonstrate proper footwork during sports
- (x) perform offensive skills during dynamic activities
- (xi) perform offensive skills during game situations
- (xii) perform offensive skills during sports

- (xiii) perform defensive skills during dynamic activities
 - (xiv) perform defensive skills during game situations
 - (xv) perform defensive skills during 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:
- (A) combine appropriate throwing techniques during game situations and sports;
Breakouts
 - (i) combine appropriate throwing techniques during game situations
 - (ii) combine appropriate throwing techniques during sports
 - (B) apply appropriate catching technique from different levels and trajectories with an implement during game situations and sports;
Breakouts
 - (i) apply appropriate catching technique from different levels with an implement during game situations
 - (ii) apply appropriate catching technique from different levels with an implement during sports
 - (iii) apply appropriate catching technique from different trajectories with an implement during game situations
 - (iv) apply appropriate catching technique from different trajectories with an implement during sports
 - (C) perform, without cue, key elements in hand dribbling during game situations and sports;
Breakouts
 - (i) perform, without cue, key elements in hand dribbling during game situations
 - (ii) perform, without cue, key elements in hand dribbling during sports
 - (D) perform, without cue, key elements in foot dribbling during game situations and sports;
Breakouts
 - (i) perform, without cue, key elements in foot dribbling during game situations
 - (ii) perform, without cue, key elements in foot dribbling during sports
 - (E) apply correct technique in kicking and punting during game situations and sports with control, distance, and accuracy;
Breakouts
 - (i) apply correct technique in kicking during game situations with control
 - (ii) apply correct technique in kicking during game situations with distance
 - (iii) apply correct technique in kicking during game situations with accuracy
 - (iv) apply correct technique in punting during game situations with control

- (v) apply correct technique in punting during game situations with distance
- (vi) apply correct technique in punting during game situations with accuracy
- (vii) apply correct technique in kicking during sports with control
- (viii) apply correct technique in kicking during sports with distance
- (ix) apply correct technique in kicking during sports with accuracy
- (x) apply correct technique in punting during sports with control
- (xi) apply correct technique in punting during sports with distance
- (xii) apply correct technique in punting during sports with accuracy

(F) perform, without cue, key elements in volleying during game situations and sports;

Breakouts

- (i) perform, without cue, key elements in volleying during game situations
- (ii) perform, without cue, key elements in volleying during sports

(G) perform, without cue, key elements in striking during game situations and sports; and

Breakouts

- (i) perform, without cue, key elements in striking during game situations
- (ii) perform, without cue, key elements in striking during sports

(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.

Breakouts

- (i) create a jump rope routine with a partner or a small group using a variety of skills that include agility
- (ii) create a jump rope routine with a partner or a small group using a variety of skills that include speed
- (iii) create a jump rope routine with a partner or a small group using a variety of skills that include endurance
- (iv) perform a jump rope routine with a partner or a small group using a variety of skills that include agility
- (v) perform a jump rope routine with a partner or a small group using a variety of skills that include speed
- (vi) perform a jump rope routine with a partner or a small group using a variety of skills that include 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:

- (A) perform, without cue, the appropriate use of open space and closing space during dynamic activities, games, and sports; and

Breakouts

- (i) perform, without cue, the appropriate use of open space during dynamic activities
 - (ii) perform, without cue, the appropriate use of open space during games
 - (iii) perform, without cue, the appropriate use of open space during sports
 - (iv) perform, without cue, the appropriate use of closing space during dynamic activities
 - (v) perform, without cue, the appropriate use of closing space during games
 - (vi) perform, without cue, the appropriate use of closing space during sports
- (B) perform, without cue, the appropriate speed, direction, and force with or without an implement during dynamic activities, games, and sports.

Breakouts

- (i) perform, without cue, the appropriate speed with or without an implement during dynamic activities
 - (ii) perform, without cue, the appropriate speed with or without an implement during games
 - (iii) perform, without cue, the appropriate speed with or without an implement during sports
 - (iv) perform, without cue, the appropriate direction with or without an implement during dynamic activities
 - (v) perform, without cue, the appropriate direction with or without an implement during games
 - (vi) perform, without cue, the appropriate direction with or without an implement during sports
 - (vii) perform, without cue, the appropriate force with or without an implement during dynamic activities
 - (viii) perform, without cue, the appropriate force with or without an implement during games
 - (ix) perform, without cue, the appropriate force with or without an implement during 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.
- (A) create and perform with a small group a rhythmic routine with varying tempos using advanced steps and movement patterns.

Breakouts

- (i) create a rhythmic routine with varying tempos using advanced steps

- (ii) create a rhythmic routine with varying tempos using advanced movement patterns
 - (iii) perform with a small group a rhythmic routine with varying tempos using advanced steps
 - (iv) perform with a small group a rhythmic routine with varying tempos using advanced 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:
- (A) perform, without cue, offensive and defensive strategies used in net or wall, invasion, target, striking and fielding games and sports;
 - Breakouts
 - (i) perform, without cue, offensive strategies used in net or wall games
 - (ii) perform, without cue, offensive strategies used in invasion games
 - (iii) perform, without cue, offensive strategies used in target games
 - (iv) perform, without cue, offensive strategies used in striking and fielding games
 - (v) perform, without cue, offensive strategies used in net or wall sports
 - (vi) perform, without cue, offensive strategies used in invasion sports
 - (vii) perform, without cue, offensive strategies used in target sports
 - (viii) perform, without cue, offensive strategies used in striking and fielding sports
 - (ix) perform, without cue, defensive strategies used in net or wall games
 - (x) perform, without cue, defensive strategies used in invasion games
 - (xi) perform, without cue, defensive strategies used in target games
 - (xii) perform, without cue, defensive strategies used in striking and fielding games
 - (xiii) perform, without cue, defensive strategies used in net or wall sports
 - (xiv) perform, without cue, defensive strategies used in invasion sports
 - (xv) perform, without cue, defensive strategies used in target sports
 - (xvi) perform, without cue, defensive strategies used in striking and fielding sports
 - (B) perform, without cue, combinations or sequences of game skills to achieve individual or team goals; and
 - Breakouts
 - (i) perform, without cue, combinations or sequences of game skills to achieve individual or team goals
 - (C) follow rules, demonstrate appropriate sporting behavior, self-officiate, and respect consequences for the game being played without cue.
 - Breakouts

- (i) follow rules for the game being played without cue
 - (ii) demonstrate appropriate sporting behavior for the game being played without cue
 - (iii) self-officiate for the game being played without cue
 - (iv) 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.
- (A) engage in a variety of self-selected outdoor recreational activities and games.
 - Breakouts
 - (i) engage in a variety of self-selected outdoor recreational activities
 - (ii) engage in a variety of self-selected outdoor recreational 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:
- (A) perform a variety of lifelong physical activities and explain their effects on overall health and wellness;
 - Breakouts
 - (i) perform a variety of lifelong physical activities
 - (ii) explain their [lifelong physical activities'] effects on overall health
 - (iii) explain their [lifelong physical activities'] effects on overall wellness
 - (B) perform basic frequency, intensity, time, and type (FITT) principle in a variety of self-selected aerobic and anaerobic activities; and
 - Breakouts
 - (i) perform basic frequency, intensity, time, and type (FITT) principle in a variety of self-selected aerobic activities
 - (ii) perform basic frequency, intensity, time, and type (FITT) principle in a variety of self-selected anaerobic activities
 - (C) develop and analyze a personal fitness plan using health-related and skill-related fitness components.
 - Breakouts
 - (i) develop a personal fitness plan using health-related fitness components
 - (ii) develop a personal fitness plan using skill-related fitness components
 - (iii) analyze a personal fitness plan using health-related fitness components
 - (iv) analyze a personal fitness plan using 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:

(A) create and implement a personal physical fitness plan and analyze the results for effectiveness; and

Breakouts

- (i) create a personal physical fitness plan
- (ii) implement a personal physical fitness plan
- (iii) analyze the results [of a personal physical fitness plan] for effectiveness

(B) evaluate personal fitness goals and make appropriate changes for improvement.

Breakouts

- (i) evaluate personal fitness goals
- (ii) make appropriate [personal fitness] 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; and

Breakouts

- (i) develop a healthy food choice plan that enhances physical performance

(B) determine hydration needs, without cue, based on physical performance and environmental factors.

Breakouts

- (i) determine hydration needs, without cue, based on physical performance
- (ii) determine hydration needs, without cue, based on 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; and

Breakouts

- (i) perform, without cue, the selection of proper attire that promote[s] safe participation in dynamic activities
- (ii) perform, without cue, the selection of proper attire that promote[s] safe participation in games
- (iii) perform, without cue, the selection of proper attire that promote[s] safe participation in sports

- (iv) perform, without cue, the selection of proper safety equipment that promote[s] safe participation in dynamic activities
- (v) perform, without cue, the selection of proper safety equipment that promote[s] safe participation in games
- (vi) perform, without cue, the selection of proper safety equipment that promote[s] safe participation in sports
- (vii) perform, without cue, the selection of proper attire that prevent[s] injury in dynamic activities
- (viii) perform, without cue, the selection of proper attire that prevent[s] injury in games
- (ix) perform, without cue, the selection of proper attire that prevent[s] injury in sports
- (x) perform, without cue, the selection of proper safety equipment that prevent[s] injury in dynamic activities
- (xi) perform, without cue, the selection of proper safety equipment that prevent[s] injury in games
- (xii) perform, without cue, the selection of proper safety equipment that prevent[s] injury in sports
- (xiii) perform, without cue, the use of proper attire that promote[s] safe participation in dynamic activities
- (xiv) perform, without cue, the use of proper attire that promote[s] safe participation in games
- (xv) perform, without cue, the use of proper attire that promote[s] safe participation in sports
- (xvi) perform, without cue, the use of proper safety equipment that promote[s] safe participation in dynamic activities
- (xvii) perform, without cue, the use of proper safety equipment that promote[s] safe participation in games
- (xviii) perform, without cue, the use of proper safety equipment that promote[s] safe participation in sports
- (xix) perform, without cue, the use of proper attire that prevent[s] injury in dynamic activities
- (xx) perform, without cue, the use of proper attire that prevents] injury in games
- (xxi) perform, without cue, the use of proper attire that prevent[s] injury in sports
- (xxii) perform, without cue, the use of proper safety equipment that prevent[s] injury in dynamic activities
- (xxiii) perform, without cue, the use of proper safety equipment that prevent[s] injury in games

(xxiv) perform, without cue, the use of proper safety equipment that prevent[s] injury in sports

(B) perform, without cue, the correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.

Breakouts

- (i) perform, without cue, the correct safety precautions, including pedestrian safety
- (ii) perform, without cue, the correct safety precautions, including water safety
- (iii) perform, without cue, the correct safety precautions, including sun safety
- (iv) perform, without cue, the correct safety precautions, including cycling safety
- (v) perform, without cue, the correct safety precautions, including skating safety
- (vi) perform, without cue, the correct safety precautions, including 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 demonstrate respect for differences and similarities in abilities of self and others during game situations and sports; and

Breakouts

- (i) discuss the importance of respect[ing] differences in abilities of self and others during game situations
- (ii) discuss the importance of respect[ing] differences in abilities of self and others during sports
- (iii) discuss the importance of respect[ing] similarities in abilities of self and others during game situations
- (iv) discuss the importance of respect[ing] similarities in abilities of self and others during sports
- (v) demonstrate respect for differences in abilities of self and others during game situations
- (vi) demonstrate respect for differences in abilities of self and others during sports
- (vii) demonstrate respect for similarities in abilities of self and others during game situations
- (viii) demonstrate respect for similarities in abilities of self and others during sports

(B) evaluate self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports.

Breakouts

- (i) evaluate self-management skills to demonstrate self-control of impulses, without cue, during games

- (ii) evaluate self-management skills to demonstrate self-control of impulses, without cue, during situations
- (iii) evaluate self-management skills to demonstrate self-control of impulses, without cue, during sports
- (iv) evaluate self-management skills to demonstrate self-control of emotions, without cue, during games
- (v) evaluate self-management skills to demonstrate self-control of emotions, without cue, during situations
- (vi) evaluate self-management skills to demonstrate self-control of emotions, without cue, during 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;

Breakouts

- (i) discuss the importance of resolv[ing] conflict, in socially acceptable ways
- (ii) resolve conflict, without cue, in socially acceptable ways
- (iii) respond to winning with dignity
- (iv) respond to winning with understanding
- (v) respond to losing with dignity
- (vi) respond to losing with understanding

- (B) communicate effectively to enhance healthy interactions while settling disagreements; and

Breakouts

- (i) communicate effectively to enhance healthy interactions while settling disagreements

- (C) demonstrate empathy and mutual respect for the feelings of others.

Breakouts

- (i) demonstrate empathy for the feelings of others
- (ii) demonstrate 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.

- (A) develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports.

Breakouts

- (i) develop a plan of action [for facing] challenges, obstacles, or difficulties during game situations
- (ii) develop a plan of action [for facing] challenges, obstacles, or difficulties during sports
- (iii) apply a plan of action when faced with challenges, obstacles, or difficulties during game situations
- (iv) apply a plan of action when faced with challenges, obstacles, or difficulties during sports
- (v) make effective decisions when faced with challenges, obstacles, or difficulties during game situations
- (vi) make effective decisions when faced with challenges, obstacles, or difficulties during 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.

- (A) provide constructive feedback to peers using a positive tone to improve performance.

Breakouts

- (i) 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; and

Breakouts

- (i) 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.

Breakouts

- (i) participate in self-selected physical activities for personal enjoyment