



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for PEIN.

WHAT TO BRING

- several sharpened No. 2 pencils
- completed **Proof of Participation form** (see below)

ABOUT THE EXAM

The examination for the first semester of Physical Education—Individual Sports (Bowling & Tennis) consists of 100 questions, including multiple choice, true/false, and labeling. The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. All TEKS are assessed. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbooks used with our PEIN course are:

Matsuzaki, Carol (2004) Sports Fundamentals Series: *Tennis Fundamentals*.
Champaign, IL: Human Kinetics. ISBN-13: 9780736051514

Mullen, Michelle (2004) Sports Fundamentals Series: *Bowling Fundamentals*.
Champaign, IL: Human Kinetics. ISBN-13: 9780736051200

PEIN Proof of Participation

In order to earn alternative (distance learning) Physical Education credit (one-half credit for a semester) through TTU K-12, students are **required** to participate in the activity for at least 90 hours. For the PEIN Credit by Examination, the 90-hour requirement is split between two activities, bowling and tennis.

Bowling Proof of Participation

You must complete and document 45 hours of participation in bowling. You will attach your proof of participation to the exam. Bring the following proof of participation to the exam:

- Digital score sheets (generated by the bowling facility) for 9 games of bowling (Pictures of the scoreboard are acceptable.)
- Receipts for 9 games of bowling
- Completed log of bowling activity (see form on page 3) including goals and steps taken to achieve those goals

Tennis Proof of Participation

You must complete and document 45 hours of participation in tennis. You will attach your proof of participation to the exam. Bring the following proof of participation to the exam:

- Documentation of heart rates prior to and following tennis matches
- Date, length, name of partner(s), and scores of tennis matches
- Completed log of tennis activity (see form on page 4) including goals and steps taken to achieve those goals

Exams returned *without Proof of Participation* will automatically receive a grade of zero (0).

Good luck on your examination!

PEIN Proof of Participation: Bowling

Student Name: _____

Bowling Activity Log

Be sure to attach **score sheets and receipts** for 9 games of bowling

Date	Length	Goals	Steps Taken

PEIN Proof of Participation: Tennis

Student Name: _____

Tennis Activity Log

Date	Heart Rate	Length	Partner(s)	Score	Goals	Steps Taken
	Before: After:					
	Before: After:					
	Before: After:					
	Before: After:					
	Before: After:					
	Before: After:					
	Before: After:					
	Before: After:					
	Before: After:					

**Texas Essential Knowledge and Skills
PEIN, Physical Education—Individual Sports
(Bowling & Tennis)**

TTU: PEIN CBE, v.2.0		
TEKS: §116.55. Physical Education - Individual Sports (One-Half Credit)		
TEKS Requirement (Secondary)	Set A Question Numbers	Set B Question Numbers
§116.55. Physical Education - 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	1-100	1-100
(B) consistently perform skills and strategies and follow rules at a basic level of competency.	1-100	1-100
(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;	1-4, 7-13, 16, 17, 19-22, 25-27, 30, 34, 35, 44, 46-53, 55, 58, 62, 63, 69, 75, 77, 78, 83-85, 89-92	1-4, 7-13, 16, 17, 19-21, 23-26, 29, 34-38, 40, 42, 44, 50
(B) describe appropriate practice procedures to improve skill and strategy in a sport;	8-17, 19-22, 24, 25, 27, 30, 34, 35, 37, 38, 41, 43, 44, 46, 48, 49-53, 55, 56, 58, 62, 63, 69, 75, 77, 78, 82-85, 89-92	3, 4, 12, 13, 22, 34, 35, 37, 38, 40, 42-44, 47, 51-64, 55, 74, 76, 81-83, 88, 89, 93
(C) develop an appropriate conditioning program for the selected sport; and	55	
(D) identify correctly the critical elements for successful performance of a sport skill.	3, 4, 15-21, 25, 30, 35, 41, 43, 46, 48, 50, 51, 79, 89, 90	3, 4, 15-21, 24, 29, 36, 44, 45, 51-53, 78, 89, 90
(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;		73
(B) accept the roles and decisions of officials;		
(C) demonstrate officiating techniques; and	1, 5, 6, 26-28, 31-33, 36, 38, 39, 70-74, 85, 93-100	5, 26, 27, 30-33, 39, 41-43, 68, 71, 72
(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;	1-100	1-100
(B) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;	55	56, 57
(C) analyze and compare health and fitness benefits derived from participating in selected individual sports;	54	55
(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;	47, 55	49, 56, 57
(F) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance; and	48	46
(G) explain the effects of substance abuse on personal health and performance in physical activity such as side effects of steroid use.	77, 90	76
(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;	45	47
(B) identify and follow safety procedures when participating in individual sports; and		
(C) describe equipment and practices that prevent or reduce injuries.	42, 43, 69, 90	87
(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	75	74
(E) demonstrate responsible behavior in individual sports such as playing by the rules, accepting lack of skill in others.	5, 6	5, 6, 73
<i>Source: The provisions of this §116.55 adopted to be effective September 1, 1998, 22 TexReg 7759.</i>		