



### To the Student:

After your registration is complete, you may take the online Credit by Examination for PEITSI.

### WHAT TO BRING

- completed **Proof of Participation documents** (see instructions beginning on page 2)
- for CBEs proctored online, you will take photos or scans of your forms and other required documentation from your computer or removable media

### ABOUT THE EXAM

The examination for the first semester of Physical Education—Individual Sports (Bowling & Tennis) consists of 95 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](#)). 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. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

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.

A list of key concepts is included in this document to focus your studies. 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 PEITSI 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

Good luck on your examination!

## **PEITSI 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 PEITSI 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 upload scans or photos of your proof of participation from your computer or removable media when you take the exam. The following proof of participation is required:

- 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 upload scans or photos of your proof of participation from your computer or removable media when you take the exam. The following proof of participation is required:

- 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).**

**PEITSI 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

**PEITSI Proof of Participation: Tennis**

Student Name: \_\_\_\_\_

**Tennis Activity Log**

<b>Date</b>	<b>Heart Rate</b>	<b>Length</b>	<b>Partner(s)</b>	<b>Score</b>	<b>Goals</b>	<b>Steps Taken</b>
	Before: After:					
	Before: After:					
	Before: After:					
	Before: After:					
	Before: After:					
	Before: After:					
	Before: After:					
	Before: After:					
	Before: After:					
	Before: After:					

## **PEITSI Key Concepts**

Review the skills, rules, terms, and strategies that are involved in the games of tennis and bowling, as well as requirements of general fitness.

### ***Tennis***

- correctly label a tennis court;
- select the best racket, attire, and shoes for your needs;
- warm up safely;
- keep score and apply the basic rules of tennis and tennis etiquette;
- describe and correctly perform the forehand stroke;
- describe and correctly perform the beginner's backhand stroke;
- rally with a partner using both forehand and backhand ground strokes;
- execute the volley, overhead, and lob using proper mechanics;
- explain when and how these strokes might be used in a game situation;
- describe and perform the flat serve (including the grip, stance, ball toss, backswing, forward swing, and follow-through);
- develop a basic understanding of the rules of tennis pertaining to the serve;
- know how to return a serve; and
- understand tactics for winning in singles and doubles play.

### ***Bowling***

- identify the purpose and history of bowling;
- identify appropriate selection of bowling balls and other equipment;
- execute the skills for a proper grip and stance;
- execute the four-step approach and delivery with accuracy shown by the number of successful attempts on your scorecard;
- understand the relationship of stance to target;
- have basic knowledge of the mechanics of the bowling swing and delivery;
- develop an understanding of the relationship between good body position, balance, and bowling mechanics;
- identify the stance and arrows used for spot bowling;
- describe the values of spot, pin, and line bowling;
- practice spot-bowling techniques;
- effectively deliver a hook ball;

- pick up left-side and right-side spares;
- describe legal and illegal pin fall, dead ball, and fouls;
- keep score;
- identify the symbols for scoring;
- compute an individual or team handicap;
- describe safety techniques in handling the equipment;
- exhibit the proper etiquette in bowling centers; and
- correctly use the terms of the game.

### ***General Fitness***

- define fitness;
- list the components of health-related fitness;
- evaluate your own fitness level;
- set your fitness goals; and
- develop your own fitness plan.

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

TTU: PEITSI CBE, v.2.1	
TEKS: §116.55. Physical Education - Individual Sports (One-Half Credit)	
TEKS Requirement (Secondary)	TEKS Covered
<b>§116.55. Physical Education - Individual Sports (One-Half Credit)</b>	
(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.	
<b>(1) Movement.</b> 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.	✓
<b>(2) Movement.</b> 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.	✓
<b>(3) Social development.</b> 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.	
<b>(4) Physical activity and health.</b> 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.	✓
<b>(5) Physical activity and health.</b> 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.	✓
<b>(6) Social development.</b> 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.	✓
<i>Source: The provisions of this §116.55 adopted to be effective September 1, 1998, 22 TexReg 7759.</i>	