

# Skill-Based Lifetime Activities

- (a) General requirements. Students shall be awarded one credit for completion of this course.
- (b) 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 using 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 course-appropriate physical education equipment is essential to quality instruction. Course-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Equipment should include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ability levels.
- (5) The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students in Skill-Based Lifetime Activities participate in a minimum of one lifelong activity from each of the following five categories during the course.
  - (A) Target games are activities in which students send an object toward a target.
  - (B) Striking and fielding games are activities in which students strike an object in order to score points within a game.
  - (C) Fitness activities provide opportunities for students to apply fitness principles to accomplish an objective.
  - (D) Rhythmic activities provide opportunities for students to demonstrate or create movement sequences with rhythm.
  - (E) Innovative games and activities with international significance are those games and activities that use new or innovative equipment, have been created by students, or are played internationally.

(c) Knowledge and Skills Statements

(1) Movement patterns and movement skills. The physically literate student applies movement skills while participating in a minimum of five lifelong activities, including one from each of the following categories: target, striking and fielding, fitness, rhythmic, and innovative games and activities with international significance. The student is expected to:

(A) exhibit a level of competency in one or more target activities such as archery, disc golf, backyard target games, bowling, and golf;

Breakouts

(i) exhibit a level of competency in one or more target activities

(B) exhibit a level of competency in one or more striking and fielding activities such as kickball, softball, baseball, and racquet sports;

Breakouts

(i) exhibit a level of competency in one or more striking and fielding activities

(C) exhibit a level of competency in one or more fitness activities that promote cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility;

Breakouts

(i) exhibit a level of competency in one or more fitness activities that promote cardiorespiratory endurance

(ii) exhibit a level of competency in one or more fitness activities that promote muscular strength

(iii) exhibit a level of competency in one or more fitness activities that promote muscular endurance

(iv) exhibit a level of competency in one or more fitness activities that promote flexibility

(D) exhibit a level of competency in one or more rhythmic activities; and

Breakouts

(i) exhibit a level of competency in one or more rhythmic activities

(E) exhibit a level of competency in one or more innovative games and activities with international significance such as cricket, futsal, speed ball, and team handball.

Breakouts

- (i) exhibit a level of competency in one or more innovative games and activities with international significance

(2) Performance strategies. The physically literate student applies tactics and strategies to be successful in skill-based lifetime activities. The student is expected to:

(A) perform skills and strategies consistently;

Breakouts

- (i) perform skills consistently
- (ii) perform strategies consistently

(B) modify movement during performance using appropriate internal and external feedback;

Breakouts

- (i) modify movement during performance using appropriate internal feedback
- (ii) modify movement during performance using appropriate external feedback

(C) describe appropriate practice procedures to improve skill and strategy in a sport;

Breakouts

- (i) describe appropriate practice procedures to improve skill in a sport
- (ii) describe appropriate practice procedures to improve strategy in a sport

(D) identify the critical elements for successful performance;

Breakouts

- (i) identify the critical elements for successful performance

(E) demonstrate proper officiating techniques, including hand signals, verbal communication, and application of rules, to ensure safe participation in activities; and

Breakouts

- (i) demonstrate proper officiating techniques, including hand signals, to ensure safe participation in activities
- (ii) demonstrate proper officiating techniques, including verbal communication, to ensure safe participation in activities
- (iii) demonstrate proper officiating techniques, including application of rules, to ensure safe participation in activities

(F) keep score accurately during games or activities.

Breakouts

- (i) keep score accurately during games or activities

(3) Health, physical activity, and fitness. The physically literate student applies knowledge of health and fitness principles to participation in skill-based lifetime activities. The student is expected to:

(A) establish realistic and challenging health-related fitness goals for selected skill-based lifetime activities;

Breakouts

- (i) establish realistic health-related fitness goals for selected skill-based lifetime activities
- (ii) establish challenging health-related fitness goals for selected skill-based lifetime activities

(B) apply appropriate safety procedures to prevent or reduce injuries in skill-based lifetime activities; and

Breakouts

- (i) apply appropriate safety procedures to prevent or reduce injuries in skill-based lifetime activities

(C) analyze health and fitness benefits derived from participating in skill-based lifetime activities.

Breakouts

- (i) analyze health benefits derived from participating in skill-based lifetime activities
- (ii) analyze fitness benefits derived from participating in skill-based lifetime activities

(4) Social and emotional health. The physically literate student applies principles for social and emotional health to participation in selected skill-based lifetime activities. The student is expected to:

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

Breakouts

(i) acknowledge good play from an opponent during competition

(B) explain the importance of accepting the roles and decisions of officials;

Breakouts

(i) explain the importance of accepting the roles of officials

(ii) explain the importance of accepting the decisions of officials

(C) explain the importance of accepting successes and performance limitations of self and others;

Breakouts

(i) explain the importance of accepting successes of self

(ii) explain the importance of accepting successes of others

(iii) explain the importance of accepting performance limitations of self

(iv) explain the importance of accepting performance limitations of others

(D) discuss the importance of accepting personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment while officiating; and

Breakouts

(i) discuss the importance of accepting personal responsibility to create a physically safe environment while officiating

(ii) discuss the importance of accepting personal responsibility to create a[n] emotionally safe environment while officiating

(iii) discuss the importance of accepting personal responsibility to create a nonthreatening environment while officiating

- (iv) discuss the importance of accepting personal responsibility to maintain a physically safe environment while officiating
- (v) discuss the importance of accepting personal responsibility to maintain a[n] emotionally safe environment while officiating
- (vi) discuss the importance of accepting personal responsibility to maintain a nonthreatening environment while officiating

(E) discuss and apply ways to respond to challenges, successes, and failures in physical activities in socially appropriate ways.

#### Breakouts

- (i) discuss ways to respond to challenges in physical activities in socially appropriate ways
- (ii) discuss ways to respond to successes in physical activities in socially appropriate ways
- (iii) discuss ways to respond to failures in physical activities in socially appropriate ways
- (iv) apply ways to respond to challenges in physical activities in socially appropriate ways
- (v) apply ways to respond to successes in physical activities in socially appropriate ways
- (vi) apply ways to respond to failures in physical activities in socially appropriate ways

(5) Lifetime wellness. The physically literate student applies wellness principles to participation in selected skill-based lifetime activities. The student is expected to

(A) select and participate in at least one skill-based lifetime activity that provides for enjoyment and challenge from each category, including target, striking and fielding, fitness, rhythmic, and innovative games and activities with international significance; and

#### Breakouts

- (i) select at least one skill-based lifetime activity that provides for enjoyment from each category, including target games and activities

- (ii) select at least one skill-based lifetime activity that provides for enjoyment from each category, including striking and fielding games and activities
- (iii) select at least one skill-based lifetime activity that provides for enjoyment from each category, including fitness games and activities
- (iv) select at least one skill-based lifetime activity that provides for enjoyment from each category, including rhythmic games and activities
- (v) select at least one skill-based lifetime activity that provides for enjoyment from each category, including innovative games and activities with international significance
- (vi) select at least one skill-based lifetime activity that provides for challenge from each category, including target games and activities
- (vii) select at least one skill-based lifetime activity that provides for challenge from each category, including striking and fielding games and activities
- (viii) select at least one skill-based lifetime activity that provides for challenge from each category, including fitness games and activities
- (ix) select at least one skill-based lifetime activity that provides for challenge from each category, including rhythmic games and activities
- (x) select at least one skill-based lifetime activity that provides for challenge from each category, including innovative games and activities with international significance
- (xi) participate in at least one skill-based lifetime activity that provides for enjoyment from each category, including target games and activities
- (xii) participate in at least one skill-based lifetime activity that provides for enjoyment from each category, including striking and fielding games and activities
- (xiii) participate in at least one skill-based lifetime activity that provides for enjoyment from each category, including fitness games and activities
- (xiv) participate in at least one skill-based lifetime activity that provides for enjoyment from each category, including rhythmic games and activities
- (xv) participate in at least one skill-based lifetime activity that provides for enjoyment from each category, including innovative games and activities with international significance

- (xvi) participate in at least one skill-based lifetime activity that provides for challenge from each category, including target games and activities
- (xvii) participate in at least one skill-based lifetime activity that provides for challenge from each category, including striking and fielding games and activities
- (xviii) participate in at least one skill-based lifetime activity that provides for challenge from each category, including fitness games and activities
- (xix) participate in at least one skill-based lifetime activity that provides for challenge from each category, including rhythmic games and activities
- (xx) participate in at least one skill-based lifetime activity that provides for challenge from each category, including innovative games and activities with international significance

(B) describe how sleep is essential to optimal performance and recovery.

#### Breakouts

- (i) describe how sleep is essential to optimal performance
- (ii) describe how sleep is essential to optimal recovery