Texas Physical Education

High School - Lifetime Recreation and Outdoor Pursuits

Movement patterns and movement skills. The student demonstrates competency in five or more lifetime recreational and outdoor pursuits such as backpacking, camping, hiking, navigation, water sports, paddle sports, boater education, water safety education, angler education, hunter education, archery, outdoor survival and safety, climbing, adventure activities, challenge course or team building, lawn games, skating, skiing, cycling, and disc sports. The student is expected to: HS.III.1

- **a** demonstrate execution of basic skills in lifetime recreation and outdoor pursuits; HS.III.1.A
- **b** apply the rules and strategies of the selected lifetime recreation and outdoor pursuits; and HS.III.1.B
- **c** design a conditioning program for the selected lifetime recreation and outdoor pursuits. HS.III.1.C

Performance strategies. The physically literate student applies movement concepts and principles to the learning, development, and execution of motor skills applicable to the selected lifetime rec ou

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- **a** modify movement during performance using appropriate internal and external feedback; and HS.III.2.A
- **b** identify critical elements for a successful performance during a specific activity. HS.III.2.B

student is expected to: HS.III.2	
Health, physical activity, and fitness. The physically literate student exhibits a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to: HS.III.3	**a** participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge; HS.III.3.A
	b describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance; HS.III.3.B
	c establish realistic and challenging health-related fitness goals; HS.III.3.C
	d select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness; HS.III.3.D
	e analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits; and HS.III.3.E
	f design and participate in a personal health-related fitness program that has the potential to meet identified activity goals. HS.III.3.F
Social and emotional health. The physically literate student articulates the benefit of time spent in recreation or outdoor pursuits to promote mental, social, and emotional health. The student is expected to: HS.III.4	**a** demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits; HS.III.4.A
	b demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities; HS.III.4.B
	c evaluate the impact of the use of technology on social and emotional health; HS.III.4.C
	d analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits; and HS.III.4.D
	e design a personal wellness plan that includes time engaging in outdoor pursuits. HS.III.4.E
Lifetime wellness. The physically literate student recognizes the relationship between lifetime recreation or outdoor pursuits and health. The student is expected to: HS.III.5	**a** list and describe safety equipment used in selected lifetime recreation and outdoor pursuits; HS.III.5.A
	b explain and follow safety procedures during selected lifetime recreation and outdoor pursuits; HS.III.5.B
	c identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits; HS.III.5.C
	d describe how sleep is essential to optimal performance and recovery; HS.III.5.D
	e analyze the advantages and disadvantages of lifetime recreation and outdoor pursuits and their effects on personal fitness; HS.III.5.E

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f **provide evidence of developing and maintaining health-related fitness; and** HS.III.5.F

g **design safe practices and procedures to improve skill during an activity.** HS.III.5.G