Texas Physical Education

High School - Skill-Based Lifetime Activities

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: HS.I.1

- **a** exhibit a level of competency in one or more target activities such as archery, disc golf, backyard target games, bowling, and golf; HS.I.1.A
- **b** exhibit a level of competency in one or more striking and fielding activities such as kickball, softball, baseball, and racquet sports; HS.I.1.B
- **c** exhibit a level of competency in one or more fitness activities that promote cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility; HS.I.1.C
- **d** exhibit a level of competency in one or more rhythmic activities; and HS.I.1.D
- **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. HS.I.1.E

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

- **a** perform skills and strategies consistently; HS.I.2.A
- **b** modify movement during performance using appropriate internal and external feedback; HS.I.2.B
- **c** describe appropriate practice procedures to improve skill and strategy in a sport; HS.I.2.C
- **d** identify the critical elements for successful performance; HS.I.2.D
- **e** demonstrate proper officiating techniques, including hand signals, verbal communication, and application of rules, to ensure safe participation in activities; and HS.I.2.E
- **f** keep score accurately during games or activities. HS.I.2.F

He Skip to main content **stablish realistic and challenging health-related fitness goals for selected skill-**
an **ased lifetime activities;** HS.I.3.A
physically literate

student applies knowledge of health and fitness principles to participation in skill-based lifetime activities. The student is expected to: HS.I.3	**b** apply appropriate safety procedures to prevent or reduce injuries in skill-based lifetime activities; and HS.I.3.B
	c analyze health and fitness benefits derived from participating in skill-based lifetime activities. HS.I.3.C
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: HS.I.4	**a** acknowledge good play from an opponent during competition; HS.I.4.A
	b explain the importance of accepting the roles and decisions of officials; HS.I.4.B
	c explain the importance of accepting successes and performance limitations of self and others; HS.I.4.C
	d discuss the importance of accepting personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment while officiating; and HS.I.4.D
	e discuss and apply ways to respond to challenges, successes, and failures in physical activities in socially appropriate ways. HS.I.4.E
Lifetime wellness. The physically literate student applies wellness principles to participation in selected skill-based lifetime activities. The student is expected to: HS.I.5	**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 HS.I.5.A
	b describe how sleep is essential to optimal performance and recovery. HS.I.5.B