

High School Physical Education TEKS
Skill-Based Lifetime Activities: 116.64(c) Knowledge and Skills

Name of Provider: _____ Type of Activity: _____

(Type or place an "X" in the box next to all that apply)

(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:	
<input type="checkbox"/>	(A) exhibit a level of competency in one or more target activities such as archery, disc golf, backyard target games, bowling, and golf
<input type="checkbox"/>	(B) exhibit a level of competency in one or more striking and fielding activities such as kickball, softball, baseball, and racquet sports
<input type="checkbox"/>	(C) exhibit a level of competency in one or more fitness activities that promote cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility
<input type="checkbox"/>	(D) exhibit a level of competency in one or more rhythmic activities
<input type="checkbox"/>	(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
to:	
<input type="checkbox"/>	(A) perform skills and strategies consistently
<input type="checkbox"/>	(B) modify movement during performance using appropriate internal and external feedback
<input type="checkbox"/>	(C) describe appropriate practice procedures to improve skill and strategy in a sport
<input type="checkbox"/>	(D) identify the critical elements for successful performance
<input type="checkbox"/>	(E) demonstrate proper officiating techniques, including hand signals, verbal communication, and application of rules, to ensure safe participation in activities
<input type="checkbox"/>	(F) 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:	
<input type="checkbox"/>	(A) establish realistic and challenging health-related fitness goals for selected skill-based lifetime activities
<input type="checkbox"/>	(B) apply appropriate safety procedures to prevent or reduce injuries in skill-based lifetime activities
<input type="checkbox"/>	(C) analyze health and 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:	
<input type="checkbox"/>	(A) acknowledge good play from an opponent during competition
<input type="checkbox"/>	(B) explain the importance of accepting the roles and decisions of officials
<input type="checkbox"/>	(C) explain the importance of accepting successes and performance limitations of self and others;
<input type="checkbox"/>	(D) discuss the importance of accepting personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment while officiating
<input type="checkbox"/>	(E) discuss and apply ways to respond to challenges, successes, and 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:	
<input type="checkbox"/>	(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
<input type="checkbox"/>	(B) describe how sleep is essential to optimal performance and recovery