Skill Based Lifetime Activities
2026-2027

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A glossary of curriculum components
- The content area instructional model
- Parent resources for this content area
- Link to PE TEKS

Physical Education Process Standards: Physical education does not have process standards, but we do have TEKS that run across subject areas. The student uses these standards to acquire and demonstrate physical education understanding. The student is expected to:

SBLA.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.

SBLA.2 Performance strategies. The physically literate student applies tactics and strategies to be successful in skill-based lifetime activities.

SBLA.3 Health, physical activity, and fitness. The physically literate student exhibits a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge.

SBLA.4 Social and emotional health. The physically literate student applies principles for social and emotional health to participation in selected skill-based lifetime activities.

SBLA. 5 Lifetime wellness. The physically literate student applies wellness principles to participation in selected skill-based lifetime activities.

Units fall into one of 5 categories. All categories need to be taught throughout the year.

Categories:

Target Games

Striking and Fielding Games

Rhythmic Activities

Innovative Games and Games with International Significance

Fitness Activities

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Physical Education

Grading Period 1-4

Unit 1: Physical Fitness

Estimated Date Range: All Semester

ALL Classes need to be fitness tested and data entered in the spring

Unit Overview: Students will be introduced to a variety of fitness activities that focus on moderate to vigorous physical fitness. Students will improve their social skills, fitness levels and motor skills through participation in physical activity. Students will participate in enjoyable activities that will promote lifelong fitness.

Big Ideas:

- Moderate to vigorous physical activity refers to the intensity of a person's workout. A moderate intensity workout is described as a person being able to talk, but not sing due to the intensity of their workout. A vigorous intensity is described as a person's workout intensity being so hard, that you are unable to have a verbal conversation with peers.
- Participating in regular moderate to vigorous physical activity to increase your heart rate and move oxygen through your body. Health benefits include losing weight, maintaining weight, reduced risk of cardiovascular disease, reduced risk for diabetes and stronger muscles and bones.
- It is recommended that a person participate in at least 75-150 minutes a week of moderate to vigorous physical activity each week.
- Setting personal fitness goals motivate students to work hard to get to a desired fitness level. Goals are a reminder of what you are working hard to achieve.
- Proper attire is important when participating in physical activity to minimize risk of injury to yourself and others. Proper attire increases the amount of time you participate in continuous physical activity.

Essential Questions

- How do I know I am participating in moderate to vigorous physical activity?
- Why should students participate in moderate to vigorous physical activity?
- How much moderate to vigorous physical activity should a person include into their life?
- Why do we set personal fitness goals?
- How does wearing the correct attire in physical education class benefit students?

At Home Connections

- Ask your child list some moderate to vigorous activities.
- Ask your child perform push-ups and curl ups with correct form.
- Ask your child to complete a 20-minute fitness activity.

Concepts within Unit #1	Success Criteria for this Unit
Concept #1: Fitness Testing SBLA.3, SBLA.5, SBLA.3A, SBLA.3B, SBLA.3C, SBLA.4C, SBLA.4E	I will participate in moderate to vigorous physical activities. I will finish at least 50 on the Pacer. I will complete 7-10 pushups with correct form. I will complete 18-70 curl-ups in the healthy fitness zone.
Concept #2: Daily Physical Fitness SBLA.3, SBLA.5, SBLA.3A, SBLA.3B, SBLA.3C, SBLA.4C, SBLA.4E	I will participate in moderate to vigorous physical activities. I will complete 20 minutes of a fitness video. I will complete a 20-minute walk/jog. I will complete 10 fitness stations correctly.

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Physical Education

Unit 2: Volleyball

Estimated Time Range: 3 Weeks

Unit Overview: Students will be introduced to the game of volleyball. Students will be given a brief history of the sport of volleyball, learn the basic rules and game concepts. Basic volleyball skills of passing, setting, serving and hitting will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament

Big Ideas:

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to tell you about the rules of volleyball.
- Ask your child to demonstrate passing and serving a volleyball.
- Ask your child to pass a volleyball back and forth with you.

Concepts within Unit #2	Success Criteria for this Unit
Concept #1: Fundamental Skill SBLA.1, SBLA.2, SBLA.4, SBLA.1B, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F, SBLA.3A, SBLA.3B, SBLA.3C, SBLA.4A, SBLA.4B	I will demonstrate the proper form for serving a volleyball overhead. I will demonstrate how to pass a volleyball with correct form. I will pass a volleyball with correct form to a target. I will demonstrate how to set a volleyball with correct form. I will demonstrate how to hit a volleyball over the net and inbounds with correct form.
Concept #2: Sports Rules and Strategy SBLA.2, SBLA.5, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F	I will describe basic rules and the objective of a volleyball game. I will describe how my team will set up to start a volleyball game. I will describe the different positions on the volleyball court and their role. I will keep score correctly. I will describe how to keep score in a volleyball game. I will describe how it is determined who will serve and when it switches. I will set up a volleyball game so that the class can start playing. I will describe when a team rotates and when a new server is supposed to serve. I will respect the calls the officials make and not argue with them.

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Physical Education

Unit 3: Flag Football

Estimated Time Range: 3 Weeks

Unit Overview: Students will be introduced to the game of flag football. Students will be given a brief history of the sport of flag football, learn the basic rules and game concepts. Basic flag football skills of passing/throwing and catching will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

Big Ideas:

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to explain the game of flag football.
- Ask your child demonstrate proper throwing and catching form.
- Ask your child to play catch with a football with you or a friend.

Concepts within Unit #3	Success Criteria for this Unit
Concept #1: Fundamental Skill SBLA.1, SBLA.2, SBLA.4, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F, SBLA.3A, SBLA.3B, SBLA.3C, SBLA.4A, SBLA.4B	I will describe basic rules and the objective of a flag football game. I will describe how my team will set up to start a flag football game. I will describe the different positions on a flag football team. I will keep score correctly. I will describe how a point is earned and how many points a team gets when they score.
Concept #2: Sports Rules and Strategy SBLA.2, SBLA.5, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F	I will demonstrate the proper form for throwing a football. I will demonstrate how to catch a football with correct form. I will demonstrate playing defense correctly. I will describe how to pull a flag from a player's belt correctly. I will describe how to keep score in a flag football game. I will describe how it is determined when the team that has possession changes. I will set up a flag football game so that the class can start playing. I will respect the calls the officials make and not argue with them.

Unit 4: Basketball

Estimated Time Range: 3 Weeks

Unit Overview: Students will be introduced to the game of basketball. Students will be given a brief history of the sport of basketball, learn the basic rules and game concepts. Basic basketball skills of passing, dribbling, and shooting will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

Big Ideas:

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to explain the game of basketball.
- Ask your demonstrate dribbling with each hand.
- Ask your child to demonstrate shooting a basketball from different areas on the court.

Concepts within Unit #4	Success Criteria for this Unit
Concept #1: Fundamental Skill SBLA.1, SBLA.2, SBLA.4, SBLA.1B, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F, SBLA.3A, SBLA.3B, SBLA.3C, SBLA.4A, SBLA.4B	I will describe basic rules and the objective of a basketball game. I will describe how my team will set up to start a basketball game. I will describe how a basketball game starts. I will describe the different positions on a basketball team and their role. I will keep score correctly.
Concept #2: Sports Rules and Strategy SBLA.2, SBLA.5, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F	I will demonstrate the proper form to dribble a basketball with my right and left hand under control. I will demonstrate how to bounce pass a basketball to a partner with correct form. I will demonstrate how to chest pass a basketball to a partner with correct form. I will demonstrate how to shoot a basketball with correct form. I will describe how to keep score in a basketball game. I will describe how it is determined when the team that has possession changes. I will set up at basketball game so that the class can start playing. I will describe when a team sets up on offense and defense. I will describe the different shots a player can take and how many points each is worth.

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Unit 5: Soccer

Estimated Time Range: 2-3 Weeks

Unit Overview: Students will be introduced to the game of soccer. Students will be given a brief history of the sport of soccer, learn the basic rules and game concepts. Basic soccer skills of passing, dribbling, and shooting will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

Big Ideas:

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child explain the game of soccer.
- Ask your child to demonstrate dribbling a soccer ball with each foot.
- Ask your child to demonstrate passing and shooting a soccer ball.

Concepts within Unit #5	Success Criteria for this Unit
Concept #1: Fundamental Skill SBLA.1, SBLA.2, SBLA.4, SBLA.1B, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F, SBLA.3A, SBLA.3B, SBLA.3C, SBLA.4A, SBLA.4B	I will describe basic rules and the objective of a soccer game. I will describe how my team will set up to start a soccer game. I will describe how a basketball game starts. I will describe the different positions on a soccer team and their role. I will keep score correctly.
Concept #2: Sports Rules and Strategy SBLA.2, SBLA.5, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F	I will demonstrate the proper form to dribble a soccer ball with my right and left foot under control. I will demonstrate how to pass a soccer ball to a partner with correct form. I will demonstrate how to shoot a soccer ball with correct form. I will describe correct defensive position for playing soccer. I will describe how to keep score in a soccer game. I will describe the difference of a corner kick and a throw in. I will describe the correct way to make a throw in. I will describe what happens when a team commits a "handball". I will set up at soccer game so that the class can start playing. I will describe when a team sets up on offense and defense. I will describe the different shots a player can take.

Unit 6: Ultimate Frisbee

Estimated Time Range: 2-3 Weeks

Unit Overview: Students will be introduced to the game of Ultimate Frisbee. Student will be given a description of how the sport was developed, learn the basic rules and Ultimate Frisbee game concepts. l skills of throwing and catching a Frisbee will be introduced to students. Student will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

Big Ideas:

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to explain the game of Ultimate Frisbee.
- Ask your child to throw a Frisbee with proper form.
- Ask your child to catch a Frisbee with proper form.

Concepts within Unit #6	Success Criteria for this Unit
Concept #1: Fundamental Skill SBLA.1, SBLA.2, SBLA.4, SBLA.1B, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F, SBLA.3A, SBLA.3B, SBLA.3C, SBLA.4A, SBLA.4B	I will describe basic rules and the objective of an Ultimate Frisbee game. I will describe how my team will set up to start an Ultimate Frisbee game. I will describe the different positions on an Ultimate Frisbee team and their role. I will keep score correctly. I will describe how points are earned.
Concept #2: Sports Rules and Strategy SBLA.2, SBLA.5, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F	I will demonstrate the proper form for catching a Frisbee. I will describe how to hold a Frisbee correctly. I will demonstrate how to throw a Frisbee to a partner with correct form. I will describe how to keep score in an Ultimate Frisbee game. I will describe how it is determined when the team that has possession of the frisbee changes. I will describe and set up an Ultimate Frisbee game so that the class can start playing. I will describe when a team sets up on offense and defense.

Unit 7: Aerobic Activity

Estimated Time Range: 2-3 Weeks

Unit Overview: Students will be introduced to a variety of aerobic activities that they can continue to participate in throughout their life. Students will participate in organized aerobic activities such as Zumba, Aerobics, Step Aerobics, Yoga, Tae Bo, Kickboxing, CrossFit, P90X and Dance.

Big Ideas:

- Aerobic activity is moderate to vigorous activity that you participate in for a long period of time. Aerobic activity pushes oxygen through the body and burns fats. Anaerobic activity is high intensity activity performed for short periods of time. Anaerobic means without oxygen.
- Aerobic activity strengthens the muscles, bones, heart and lungs, which reduces the risk for heart diseases, diabetes and some cancers.

Essential Questions

- How are aerobic and anaerobic activity different?

At Home Connections

- Ask your child to tell you about the health benefits of being physically active.
- Ask your child to participate in an aerobic activity
- Ask your child to participate in an anaerobic activity.

Concepts within Unit #7	Success Criteria for this Unit
Concept #1: Aerobic Activity SBLA.1, SBLA.2, SBLA.3, SBLA.5, SBLA.1C, SBLA.1D, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.3A, SBLA.3B, SBLA.3C	I will list the health benefits associated with being physically active. I will describe how daily physical activity make my bones strong, lowers my heart rate, lowers my cholesterol, and helps me sleep better. I will participate in aerobic activity for at least 20 minutes. I will participate in anaerobic activity using proper form.
Concept #2: Muscular Strength, Endurance, and Flexibility SBLA.1, SBLA.2, SBLA.3, SBLA.5, SBLA.1C, SBLA.1D, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.3A, SBLA.3B, SBLA.3C	I will list the health benefits associated with being physically active. I will describe how daily physical activity make my bones strong, lowers my heart rate, lowers my cholesterol, and helps me sleep better. I will participate in activities that improve my muscular strength, endurance , and flexibility. I will participate in anaerobic activity using proper form.

Unit 8: Badminton

Estimated Time Range: 2-3 Weeks

Unit Overview: Students will be introduced to the game of badminton. Student will be given a brief history of the sport of badminton, learn the basic rules and game concepts. Basic badminton skills of serving and striking will be introduced to students. Student will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

Big Ideas:

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to explain the game of softball.
- Ask your child to demonstrate how to throw and catch a softball correctly.
- Ask your child to demonstrate how to bat correctly.

Concepts within Unit #8	Success Criteria for this Unit
Concept #1: Fundamental Skill SBLA.1, SBLA.2, SBLA.4, SBLA.1B, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F, SBLA.3A, SBLA.3B, SBLA.3C, SBLA.4A, SBLA.4B	I will describe the rules and objective of badminton. I will describe how to keep score for badminton. I will follow all game rules when participating in a badminton game. I will keep score correctly. I will describe how points are earned.

Concept #2: Sports Rules and Strategy SBLA.2, SBLA.5, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F	I will demonstrate how to serve a shuttle with correct form. I will demonstrate a forehand stroke with correct form. I will demonstrate a backhand stroke with correct form. I will include all teammates regardless of athletic ability. I will describe how I cannot play the game and win the game by myself; I need my teammates and they need me. I will respect game officials and the calls they make.

Unit 9: Tennis

Estimated Time Range: 2-3 Weeks

Unit Overview: Students will be introduced to the game of tennis. Student will be given a brief history of the sport of tennis, learn the basic rules and game concepts. Basic tennis skills of serving and striking will be introduced to students. Student will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

Big Ideas:

- Students will be able to successfully participate in an individual sport or activity once they understand the rules, procedures and strategies of that sport or activity.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allows the student to set goals and figure out what they need to do to be successful at the sport or activity.

Essential Questions

- How does knowing the rules, procedures and strategies of an individual sport or activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- How does understanding sport strategies improve personal performance?

At Home Connections

- Ask your child to explain the game of tennis.
- Ask your child to demonstrate how to use a forehand stroke and a backhand stroke.
- Ask your child to demonstrate how to serve in tennis.

Concepts within Unit #9	Success Criteria for this Unit
Concept #1: Fundamental Skill SBLA.1, SBLA.2, SBLA.4, SBLA.1B, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F, SBLA.3A, SBLA.3B, SBLA.3C, SBLA.4A, SBLA.4B	I will describe the rules and objective of a tennis game/match. I will describe the different positions on the tennis court and their role. I will keep score correctly. I will follow all game rules when participating in a tennis game.
Concept #2: Sport Rules and Strategy SBLA.2, SBLA.5, SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F	I will demonstrate a forehand stroke with correct form. I will demonstrate a backhand stroke with correct form. I will demonstrate how to serve a tennis ball with correct form. will listen to my coach and try my best make the changes they tell me to. I will set up at tennis so that the class can start playing. I will list at least two ways a point can be earned. I will describe how it is determined who will serve and when it switches. I will recognize when a team/player has won or lost.

Unit 10: Recreational Games

Estimated Time Range: 3-4 Weeks

Unit Overview: Students will participate in a variety of physically active recreational games. Students will improve their social skills, fitness levels and motor skills through participation in recreational games. The purpose of this unit is to instruct students on how to play and enjoy various types of recreational games that can be played at home, family reunions, and other social gatherings.

Big Ideas:

- Participating in recreational games introduces students to activities that they can participate in at home, family reunions and other social gatherings.

- Recreational games provide students with the opportunity to socialize with their peers and form friendships.
- Learning how to play a variety of recreational games allows students the opportunity to be able to join in and participate in physical activity that is occurring at home, on the playground and at community events.
- It is important to wear the proper attire when participating in physical activity so that you do not injure yourself or others. Selecting proper attire also increases the number of minutes you participate in continuous moderate to vigorous physical activity, because you take less breaks to adjust attire that should not be worn during physical activity.

Essential Questions

- Why should students participate in recreational games?
- How do recreational games develop social skills?
- Why is it important to learn a variety of recreational games?
- How does wearing the correct attire in physical education class benefit students?

At Home Connections

- Ask your child to tell you about their favorite recreational game.
- If possible, play a recreational game with your child.

Concepts within Unit #10	Success Criteria for this Unit
Concept #1: Recreational Games SBLA.1, SBLA.2, SBLA.4, SBLA.1A, SBLA.1B, SBLA.1ESBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F, SBLA.3B, SBLA.3C, SBLA.4A, SBLA.4B	I will follow all the rules when participating in PE Recreational games. I will describe the PE Recreational game rules. I will describe how to keep score for the PE Recreational game. I will make sure everyone on my team plays and is included regardless of athletic ability. I will describe how to determine if I am participating at a moderate to vigorous physically active level.

Unit 11: PE Games

Estimated Time Range: 3-4 Weeks

Unit Overview: Students will participate in a variety of physically active PE games. Students will improve their social skills, fitness levels and motor skills through participation in recreational games. The purpose of this unit is to instruct students on how to play and enjoy various types of recreational games that can be played at home, family reunions, and other social gatherings.

Big Ideas:

- Participating in recreational games introduces students to activities that they can participate in at home, family reunions and other social gatherings.
- Recreational games provide students with the opportunity to socialize with their peers and form friendships.
- Learning how to play a variety of recreational games allows students the opportunity to be able to join in and participate in physical activity that is occurring at home, on the playground and at community events.
- It is important to wear the proper attire when participating in physical activity so that you do not injure yourself or others. Selecting proper attire also increases the number of minutes you participate in continuous moderate to vigorous physical activity, because you take less breaks to adjust attire that should not be worn during physical activity.

Essential Questions

- Why should students participate in recreational games?
- How do recreational games develop social skills?
- Why is it important to learn a variety of recreational games?
- How does wearing the correct attire in physical education class benefit students?

At Home Connections

- Ask your child to tell you about their favorite recreational game.
- If possible, play a fun game with your child.

Concepts within Unit #11	Success Criteria for this Unit
Concept #1: PE Games SBLA.1, SBLA.2, SBLA.4, SBLA.1A, SBLA.1B, SBLA.1E,	I will follow all the rules when participating in PE Recreational games.

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SBLA.2A, SBLA.2B, SBLA.2C, SBLA.2D, SBLA.2E, SBLA.2F, SBLA.3B, SBLA.3C, SBLA.4A, SBLA.4B	I will describe the PE Recreational game rules. I will describe how to keep score for the PE Recreational game. I will make sure everyone on my team plays and is included regardless of athletic ability. I will describe how to determine if I am participating at a moderate to vigorous physically active level.

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Physical Education

Glossary of Curriculum Components

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.
TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.
Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.
Concept – A subtopic of the main topic of the unit
Success Criteria – a description of what it looks like to be successful in this concept

Parent Resources
The following resources provide parents with ideas to support students in physical education understanding.

Resource	How it supports parents and students
Fitnessgram	Youth fitness measurement standards and activities

Instructional Model
The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.
Instruction in physical education should include moderate to vigorous physical activity for at least 50% of the class. The teacher will start class with a 5-7 minute warm-up activity. Then the teacher will "engage" the students. This includes the teacher making connections with students' prior knowledge to pre-assess what students know about the topic, skill or concept of the day. The next 5-10 minutes will be the "learning experience", at this time the teacher will teach new information, skills and/or concepts. The next 20-25 minutes include time for the students to practice the information, skill or concept they have learned. This is the "guided practice" stage. The last 2-3 minutes of class will be used to cool the students' heart rate down and recapture what the students learned and make connections to the next lesion.