

Lifetime Recreation and Outdoor Pursuits

(a) General requirements. Students shall be awarded one credit for successful completion of this course.

(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 Lifetime Recreation and Outdoor Pursuits course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.

(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(1) 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:

(A) demonstrate execution of basic skills in lifetime recreation and outdoor pursuits;

Breakouts

(i) demonstrate execution of basic skills in lifetime recreation

(ii) demonstrate execution of basic skills in outdoor pursuits

- (B) apply the rules and strategies of the selected lifetime recreation and outdoor pursuits;
and

Breakouts

- (i) apply the rules of the selected lifetime recreation
- (ii) apply the rules of the selected outdoor pursuits
- (iii) apply the strategies of the selected lifetime recreation
- (iv) apply the strategies of the selected outdoor pursuits

- (C) design a conditioning program for the selected lifetime recreation and outdoor pursuits.

Breakouts

- (i) design a conditioning program for the selected lifetime recreation
- (ii) design a conditioning program for the selected outdoor pursuits

- (2) 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 recreational and outdoor pursuits. The student is expected to:

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

Breakouts

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

- (B) identify critical elements for a successful performance during a specific activity.

Breakouts

- (i) identify critical elements for a successful performance during a specific activity

- (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. The student is expected to:

- (A) participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge;

Breakouts

- (i) participate in lifetime recreational pursuits that provide for enjoyment
- (ii) participate in lifetime recreational pursuits that provide for challenge
- (iii) participate in outdoor pursuits that provide for enjoyment
- (iv) participate in outdoor pursuits that provide for challenge

- (B) describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance;

Breakouts

- (i) describe training principles for enhancing flexibility
- (ii) describe training principles for enhancing muscular strength
- (iii) describe training principles for enhancing muscular endurance
- (iv) describe training principles for enhancing cardiorespiratory endurance

- (C) establish realistic and challenging health-related fitness goals;

Breakouts

- (i) establish realistic health-related fitness goals
- (ii) establish challenging health-related fitness goals

- (D) select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness;

Breakouts

- (i) select appropriate technology tools to evaluate health-related fitness
- (ii) select appropriate technology tools to monitor health-related fitness
- (iii) select appropriate technology tools to improve health-related fitness
- (iv) use appropriate technology tools to evaluate health-related fitness

- (v) use appropriate technology tools to monitor health-related fitness
- (vi) use appropriate technology tools to improve health-related fitness

(E) analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits; and

Breakouts

- (i) analyze health benefits derived from participation in lifetime recreational pursuits
- (ii) analyze health benefits derived from participation in outdoor pursuits
- (iii) analyze fitness benefits derived from participation in lifetime recreational pursuits
- (iv) analyze fitness benefits derived from participation in outdoor pursuits

(F) design and participate in a personal health-related fitness program that has the potential to meet identified activity goals.

Breakouts

- (i) design a personal health-related fitness program that has the potential to meet identified activity goals
- (ii) participate in a personal health-related fitness program that has the potential to meet identified activity goals

(4) 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:

(A) demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits;

Breakouts

- (i) demonstrate teamwork while engaging in selected lifetime recreation
- (ii) demonstrate teamwork while engaging in selected outdoor pursuits

(B) demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities;

Breakouts

- (i) demonstrate etiquette appropriate for selected lifetime recreation
- (ii) demonstrate etiquette appropriate for selected outdoor activities

(C) evaluate the impact of the use of technology on social and emotional health;

Breakouts

- (i) evaluate the impact of the use of technology on social health
- (ii) evaluate the impact of the use of technology on emotional health

(D) analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits; and

Breakouts

- (i) analyze critical information on the mental health benefits of engagement in outdoor pursuits
- (ii) analyze critical information on the social health benefits of engagement in outdoor pursuits
- (iii) analyze critical information on the emotional health benefits of engagement in outdoor pursuits
- (iv) summarize critical information on the mental health benefits of engagement in outdoor pursuits
- (v) summarize critical information on the social health benefits of engagement in outdoor pursuits
- (vi) summarize critical information on the emotional health benefits of engagement in outdoor pursuits

(E) design a personal wellness plan that includes time engaging in outdoor pursuits.

Breakouts

- (i) design a personal wellness plan that includes time engaging in outdoor pursuits

(5) Lifetime wellness. The physically literate student recognizes the relationship between lifetime recreation or outdoor pursuits and health. The student is expected to:

- (A) list and describe safety equipment used in selected lifetime recreation and outdoor pursuits;

Breakouts

- (i) list safety equipment used in selected lifetime recreation
- (ii) list safety equipment used in selected outdoor pursuits
- (iii) describe safety equipment used in selected lifetime recreation
- (iv) describe safety equipment used in selected outdoor pursuits

- (B) explain and follow safety procedures during selected lifetime recreation and outdoor pursuits;

Breakouts

- (i) explain safety procedures during selected lifetime recreation
- (ii) explain safety procedures during selected outdoor pursuits
- (iii) follow safety procedures during selected lifetime recreation
- (iv) follow safety procedures during selected outdoor pursuits

- (C) identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits;

Breakouts

- (i) identify the health-related fitness principles to selected lifetime recreation
- (ii) identify the health-related fitness principles to selected outdoor pursuits
- (iii) apply the health-related fitness principles to selected lifetime recreation
- (iv) apply the health-related fitness principles to selected outdoor pursuits

- (D) 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

- (E) analyze the advantages and disadvantages of lifetime recreation and outdoor pursuits and their effects on personal fitness;

Breakouts

- (i) analyze the advantages of lifetime recreation
- (ii) analyze the advantages of outdoor pursuits
- (iii) analyze the disadvantages of lifetime recreation
- (iv) analyze the disadvantages of outdoor pursuits
- (v) analyze [the] effects of lifetime recreation on personal fitness
- (vi) analyze [the] effects of outdoor pursuits on personal fitness

- (F) provide evidence of developing and maintaining health-related fitness; and

Breakouts

- (i) provide evidence of developing health-related fitness
- (ii) provide evidence of maintaining health-related fitness

- (G) design safe practices and procedures to improve skill during an activity.

Breakouts

- (i) design safe practices to improve skill during an activity
- (ii) design safe procedures to improve skill during an activity