

High School Course: Lifetime Fitness & Wellness Pursuits | *Health Ed. 2026-2027 | Instructional Plan

Edited 4-2026

Course Overview

High School Physical Education: Lifetime Fitness & Wellness Pursuits develops students' ability to apply fitness, wellness, and health principles to support lifelong physical activity and overall well-being. Through structured participation in a variety of fitness-based, recreational, and performance-oriented activities, students develop physical literacy, movement competency, self-management skills, and personal responsibility for maintaining an active and healthy lifestyle.

Using the SPARK High School Physical Education curriculum, students engage in cardiorespiratory training, muscular strength and endurance development, flexibility and mobility activities, recreational lifetime pursuits, and wellness-focused experiences that promote long-term participation in physical activity. Instruction emphasizes proper movement mechanics, safety, goal setting, performance analysis, and the application of fitness principles such as overload, progression, specificity, recovery, and intensity management. Students regularly monitor personal performance data, evaluate progress, and make informed adjustments to improve fitness outcomes and support personal wellness goals.

Integrated Health Education TEKS are embedded throughout instruction to reinforce the relationship between physical activity, nutrition, mental and emotional wellness, injury prevention, stress management, safety, and healthy decision-making. Health concepts are taught through movement-based application, reflection, discussion, self-assessment, and wellness planning rather than as a separate instructional structure. Students develop the knowledge and skills necessary to analyze personal health behaviors, practice safe participation, build resilience, and apply wellness strategies that support physical, mental, emotional, and social health throughout life.

The course promotes independence, accountability, collaboration, and lifelong wellness by encouraging students to take ownership of their personal fitness journey while developing the confidence and skills necessary to participate successfully in a variety of physical activity settings beyond the classroom.

Course Standards

Texas Essential Knowledge and Skills (TEKS)

Lifetime Fitness & Wellness Pursuits | [Physical Education](#) | Health Education

Instructional Materials

Instruction in High School Physical Education: Lifetime Fitness & Wellness Pursuits is supported by structured fitness activities, group fitness formats, and teacher-designed lessons aligned to TEKS and focused on lifelong health and wellness. Health Education content is supported through Glencoe Health, Teen Health, and approved state and .gov resources, which are used to reinforce concepts such as nutrition, fitness planning, injury prevention, and mental wellness. Campuses may provide opt-in instruction related to health, relationships, and human sexuality during the second semester in alignment with district guidance.

Students also engage in CPR, First Aid, and AED awareness lessons (non-certification) to develop knowledge of emergency response and personal safety

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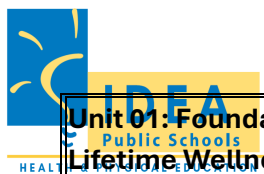
Vertical Alignment Key	Physical Education standards are aligned to: High School Lifetime Fitness & Wellness Pursuits: 19 TAC §116.62 Integrated Health Education standards are aligned to: High School Health Education I: 19 TAC §115.38
Assessment(s)	<p>Required</p> <p>IHT Monitors for MVPA – FDOS to LDOS 6th - 11th Grade Only</p> <p>FitnessGram (BOY) Baseline FDOS – October 30th 9th- 12th Grades *Students enrolled in ANY PE or Substitute PE Courses – INCLUDING students assigned to non-PE Teachers at the campus</p> <p>FitnessGram (EOY) Final 2nd Semester Jan 1st – April 09th 9th – 12th Grades {Same as above}</p> <p>TIA Eligible Course/Codes {Link} Student Learning Objectives (SLOs) and Body of Evidence</p> <p>PES00051 Lifetime Fitness & Wellness</p> <p>Unit Assessments within SPARK - * Highly Recommended Use</p> <p>Unit/Performance Assessments – SPARK provided in digital version for teachers at the end of each instructional unit.</p>

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
Culture Days / Course Foundations <ul style="list-style-type: none"> • 8–10 days (45-min) • 4–5 days (90-min) SPARK: Positive Learning Environment, Responsibility & Routines, Respect and Role-Taking, Acceptance & Grouping Focus: Course expectations, safety systems, movement readiness, collaboration, self-management, and wellness culture foundations	Performance-Based: Evaluate participation in routines, transitions, movement expectations, and safety procedures during introductory fitness and cooperative activities Strategy/Application: Apply communication, collaboration, self-management, and decision-making skills during structured SPARK challenges and group activities Health Connection: Reflection: How do personal choices, communication, and behavior contribute to a physically and emotionally safe activity environment? SPARK Tasks + Teacher Observation FitnessGram Preparation & Baseline Procedures	§116.62(c)(2)(A–D), (3)(A), (3)(D), (4)(A–D) <ul style="list-style-type: none"> • (2)(A) Apply appropriate procedures and practices to ensure safety during physical activity participation • (2)(B) Apply appropriate movement practices, routines, and procedures to improve participation and activity readiness • (2)(C) Perform foundational movement skills and techniques with appropriate control and body awareness • (2)(D) Modify movement and participation behaviors using internal and external feedback • (3)(A) Demonstrate appropriate safety procedures, including proper attire, equipment use, exercise etiquette, and environmental awareness • (3)(D) Explain the relationship between physical fitness, wellness, and participation in physical activity • (4)(A–D) Develop positive self-management, collaboration, communication, and socially appropriate responses during physical activity settings 	§115.38(c)(2)(A–B), (3), (4), (7)(A), (12)(A–B) <ul style="list-style-type: none"> • (2)(A) Discuss and demonstrate perspective-taking, empathy, and respect for others during collaborative physical activity experiences • (2)(B) Analyze forms of communication and their impact on conflict resolution, teamwork, and participation • (3) Apply decision-making and self-management skills to support responsible participation and personal wellness • (4) Recognize the impact of stress, behavior, and environmental influences on mental and emotional wellness • (7)(A) Analyze the relationship between physical activity participation and overall mental, physical, and social health • (12)(A–B) Develop awareness of personal safety, bullying prevention, respectful interactions, and emotionally safe learning environments

Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
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Unit 01: Foundations of Lifetime Wellness

SPARK Cluster 1:

- 01 iRun Basics
- 02 FUNctional-Fitness
- 03 Wellness Walking
- 04 Heart Rate Unit

- 45-min: 12–15 days
- 90-min: 6–8 days

Focus: Baseline fitness development, movement readiness, heart rate awareness, exercise technique, wellness routines, and personal fitness foundations

Performance-Based: Evaluate movement quality, pacing,

participation, exercise technique, heart rate monitoring, and safe engagement during foundational fitness activities and SPARK circuits

Strategy/Application: Apply FITT principles, pacing strategies, movement feedback, and introductory self-monitoring techniques during aerobic and functional fitness activities

Health Connection: Reflection: What do my baseline fitness data, movement habits, and wellness behaviors reveal about my current health and personal fitness readiness? FitnessGram BOY SPARK Tasks + Teacher Observation Heart Rate Monitoring Practice Personal Wellness Reflection Activities

§116.62(c)(1)(A–B), (2)(A–E), (3)(A), (3)(C–K), (4)(A–B)

- (1)(A) Apply physiological and fitness principles related to warm-up, cool-down, overload, intensity, frequency, time, and specificity during fitness activities
- (1)(B) Apply biomechanical principles related to movement efficiency, balance, posture, force, and body control during functional fitness activities
- (2)(A–C) Apply appropriate safety procedures, movement techniques, and foundational exercise practices during aerobic and functional fitness participation
- (2)(D) Modify movement and exercise performance using internal and external feedback
- (2)(E) Explain methods used to improve personal fitness, including interval training, circuit training, functional fitness, and heart rate training
- (3)(A) Demonstrate appropriate safety procedures, exercise etiquette, and environmental awareness during fitness participation
- (3)(C–F) Explain the relationships among hydration, physical activity, environmental conditions, physical fitness, wellness, and foundational training principles
- (3)(H–K) Use fitness data, technology tools, self-monitoring, and personal performance measures to evaluate and improve health-related fitness

§115.38(c)(1)(A–C), (3), (6)(A–C), (7)(A–B), (8)(B)

- (1)(A–C) Analyze personal health and fitness information to support informed wellness decisions and recognize behaviors that promote long-term health
- (3) Apply self-assessment, goal-setting, and decision-making skills to support personal fitness and wellness growth
- (6)(A–C) Evaluate nutritional choices, hydration habits, and daily wellness behaviors that impact physical activity performance and overall health
- (7)(A–B) Analyze the relationships among nutrition, physical activity, body composition, mental wellness, and quality of life
- (8)(B) Evaluate how physical activity and healthy lifestyle choices support the prevention of chronic health conditions and improve overall wellness

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		<ul style="list-style-type: none"> • (4)(A–B) Describe and analyze the relationship between physical activity, self-management, goal setting, improvement, and social-emotional wellness 	
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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
Unit 02: Cardiorespiratory Fitness & Intensity Training SPARK Cluster 2: 05 Group Fitness 06 Tabata <ul style="list-style-type: none"> • 45-min: 20–24 days • 90-min: 10–12 days Focus: Cardiovascular endurance, pacing strategies, aerobic conditioning, heart rate training, interval training, recovery, and intensity management	Performance-Based: Evaluate pacing, cardiovascular endurance, recovery rate, movement efficiency, and participation during aerobic circuits, interval training, and group fitness activities Strategy/Application: Apply FITT principles, target heart rate zones, pacing strategies, recovery techniques, and perceived exertion scales to improve cardiorespiratory performance Health Connection: Reflection: How do intensity, recovery, hydration, and consistency influence endurance performance and overall wellness? SPARK Tasks + Teacher Observation Heart Rate Monitoring Activities Fitness Reflection Logs BOY Fitness Progress Monitoring	\$116.62(c)(1)(A), (2)(A–E), (3)(A), (3)(C–K), (4)(A–C), (5)(C–F) <ul style="list-style-type: none"> • (1)(A) Apply physiological and fitness principles related to aerobic conditioning, overload, intensity, recovery, frequency, time, and specificity during sustained physical activity • (2)(A–C) Apply safe and effective movement techniques, pacing strategies, and participation procedures during cardiovascular fitness activities • (2)(D) Modify movement performance and exercise intensity using internal and external feedback • (2)(E) Explain and apply methods used to improve personal fitness, including interval training, HIIT, circuit training, and aerobic conditioning • (3)(A) Demonstrate exercise safety procedures, appropriate exercise etiquette, hydration awareness, and environmental safety considerations • (3)(C–F) Explain the relationships among hydration, environmental conditions, 	\$115.38(c)(3), (6)(A–C), (7)(A–B), (8)(A–B), (9) <ul style="list-style-type: none"> • (3) Apply decision-making, self-monitoring, and goal-setting skills to improve personal wellness and cardiovascular fitness behaviors • (6)(A–C) Evaluate food choices, hydration practices, caloric intake, and nutritional habits that influence energy levels, endurance, and recovery • (7)(A–B) Analyze the relationship between physical activity, cardiovascular health, body composition, mental wellness, and quality of life • (8)(A–B) Evaluate how physical activity, healthy eating habits, and wellness behaviors support chronic disease prevention and long-term health outcomes • (9) Demonstrate awareness of personal safety, recovery practices, and appropriate responses to physical stress and fatigue during exercise participation

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		<p>cardiorespiratory endurance, physical fitness, and overall wellness</p> <ul style="list-style-type: none"> • (3)(G–K) Participate in aerobic activities while monitoring heart rate, exertion, recovery, and personal fitness performance using self-monitoring and technology tools • (4)(A–C) Analyze the relationship between physical activity, improvement through practice, self-management, and socially appropriate responses to challenge and fatigue • (5)(C–F) Explain the relationship between nutrition, exercise, recovery, body composition, and long-term cardiovascular wellness 	
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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
Unit 03: Strength, Functional Fitness & Recovery SPARK Cluster 3: 07 Strength Training 08 Pilates • 45-min: 20–24 days • 90-min: 10–12 days	Performance-Based: Evaluate resistance training technique, body alignment, muscular control, movement quality, exercise safety, and participation during functional fitness and strength-based activities	§116.62(c)(1)(A–B), (2)(A–E), (3)(A–F), (3)(H–K), (4)(A–D), (5)(A–F) • (1)(A) Apply physiological and fitness principles related to overload, progression, recovery, intensity, frequency, specificity, and muscular development during resistance and functional fitness activities • (1)(B) Apply biomechanical principles including posture, leverage, force	§115.38(c)(1)(A–C), (3), (6)(B–C), (7)(A–B), (8)(A–B) • (1)(A–C) Analyze personal health behaviors and wellness information to support safe and effective fitness participation and long-term health outcomes • (3) Apply goal-setting, self-assessment, and decision-making skills



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Focus: Muscular strength, muscular endurance, functional movement, body control, posture, stability, recovery, and safe resistance training practices	Strategy/Application: Apply overload, progression, recovery, stability, and movement efficiency principles to improve muscular strength, endurance, posture, and overall fitness performance Health Connection: Reflection: How do strength training, recovery habits, posture, sleep, and movement quality influence long-term physical wellness and performance? SPARK Tasks + Teacher Observation Strength Technique Monitoring Student Self-Assessment & Goal Tracking BOE Collection Opportunities	production, stability, balance, and body alignment during movement and resistance training • (2)(A–C) Apply safe resistance training procedures, exercise techniques, spotting practices, and movement patterns during strength and functional fitness participation • (2)(D) Modify movement performance and exercise execution using internal and external feedback • (2)(E) Explain methods used to improve muscular strength, endurance, stability, mobility, and functional fitness performance • (3)(A–F) Demonstrate exercise safety procedures and explain the relationships among physical activity, muscular fitness, wellness, recovery, hydration, flexibility, and environmental conditions • (3)(H–K) Use self-monitoring strategies, fitness data, and technology tools to evaluate muscular fitness development and improve health-related fitness performance • (4)(A–D) Analyze how physical activity participation supports confidence, self-management, perseverance, collaboration, and appropriate responses to challenge and improvement • (5)(A–F) Describe the importance of sleep, recovery, nutrition, hydration, and safe training practices in supporting muscular fitness, body composition, and long-term wellness	to improve personal strength, fitness habits, and wellness behaviors • (6)(B–C) Compare the effects of healthy and unhealthy nutrition, hydration, sleep, and recovery habits on physical performance and muscular development • (7)(A–B) Analyze the relationship among muscular fitness, physical activity, body composition, mental wellness, and quality of life • (8)(A–B) Evaluate how resistance training, movement quality, and healthy lifestyle behaviors support injury prevention, chronic disease prevention, and overall wellness throughout the lifespan
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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
Unit 04: Rhythm, Coordination & Lifetime Activities SPARK Cluster 4: 09 Dance & SPARKdance 10 Pickleball / Tennis <i>Badminton Units Available as Campus Modification</i> <ul style="list-style-type: none"> • 45-min: 18–20 days • 90-min: 9–10 days Focus: Coordination, rhythm, movement sequencing, agility, reaction time, recreational skill development, social engagement, and lifelong activity participation	Performance-Based: Evaluate movement sequencing, rhythm, coordination, balance, agility, racquet control, spatial awareness, and participation during rhythmic and recreational lifetime activities Strategy/Application: Apply offensive and defensive strategies, movement adaptations, timing, communication, and skill progression techniques during rhythmic and lifetime recreational activities Health Connection: Reflection: How do recreational activities, movement expression, and social participation contribute to lifelong wellness and emotional health? SPARK Tasks + Teacher Observation Skill Progression Monitoring Partner & Group Performance Activities BOE Collection Opportunities	\$116.62(c)(2)(A–E), (3)(D–K), (4)(A–E), (5)(A–F) <ul style="list-style-type: none"> • (2)(A–C) Apply appropriate movement techniques, safety procedures, and skill practices during rhythmic and recreational lifetime activities • (2)(D) Modify movement performance using internal and external feedback to improve coordination, timing, rhythm, and activity performance • (2)(E) Explain and apply movement strategies and fitness practices that support successful participation in recreational and lifetime wellness activities • (3)(D–K) Participate in a variety of rhythmic and recreational activities that develop health-related and skill-related fitness components, including coordination, balance, agility, reaction time, and speed • (4)(A–E) Analyze the relationship between physical activity, confidence, collaboration, communication, emotional wellness, and socially appropriate responses to success and challenge • (5)(A–F) Describe how participation in recreational and lifetime wellness activities supports stress management, recovery, social wellness, enjoyment, body composition, and lifelong physical activity engagement 	\$115.38(c)(2)(A–B), (3), (7)(A–B), (8)(B), (12)(A–B) <ul style="list-style-type: none"> • (2)(A–B) Demonstrate empathy, communication skills, cooperation, and respectful interactions during partner, group, and recreational activities • (3) Apply decision-making, self-management, and personal responsibility skills during recreational and social physical activity experiences • (7)(A–B) Analyze the relationship among recreational physical activity, emotional wellness, stress reduction, body composition, and overall quality of life • (8)(B) Evaluate how consistent participation in recreational physical activity contributes to long-term wellness and chronic disease prevention • (12)(A–B) Promote emotionally and physically safe participation through collaboration, inclusion, sportsmanship, conflict resolution, and respectful communication

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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
Unit 05: Recreational Activities, Team Dynamics & Aerobic Performance SPARK Cluster 5: 11 Flying Disc 12 Soccer 13 SPARKfit + Jump Rope Progressions <ul style="list-style-type: none"> • 45-min: 20–24 days • 90-min: 10–12 days Focus: Aerobic performance, agility, teamwork, movement strategy, recreational sport participation, communication, and lifelong activity engagement	Performance-Based: Evaluate aerobic endurance, agility, coordination, movement execution, offensive and defensive strategy application, and participation during recreational and team-based activities Strategy/Application: Apply movement strategies, spatial awareness, pacing, communication, teamwork, and skill adaptations during small-sided games and aerobic recreational activities Health Connection: Reflection: How do teamwork, communication, movement strategy, and aerobic activity support both physical wellness and social-emotional health? SPARK Tasks + Teacher Observation Aerobic Capacity Monitoring Partner/Team Reflection Activities BOE Collection Opportunities	§116.62(c)(2)(A–E), (3)(A–K), (4)(A–E), (5)(C–F) • (2)(A–C) Apply safe participation procedures, movement concepts, and activity-specific techniques during recreational and team-based physical activities <ul style="list-style-type: none"> • (2)(D) Modify movement performance and strategic decision-making using internal and external feedback • (2)(E) Explain and apply methods used to improve aerobic conditioning, agility, coordination, and movement efficiency during physical activity • (3)(A–K) Participate in activities that develop health-related and skill-related fitness while monitoring aerobic capacity, exertion, agility, balance, coordination, reaction time, and speed • (4)(A–E) Analyze how teamwork, communication, self-management, perseverance, and socially appropriate behavior contribute to successful participation and emotional wellness • (5)(C–F) Explain the relationship between physical activity participation, nutrition, recovery, body composition, and long-term wellness outcomes 	§115.38(c)(2)(A–B), (3), (7)(A–B), (8)(A–B), (12)(A–B) <ul style="list-style-type: none"> • (2)(A–B) Demonstrate communication, empathy, collaboration, and conflict-resolution skills during recreational and team-based activities • (3) Apply self-management, decision-making, and goal-setting skills to improve participation, teamwork, and wellness behaviors • (7)(A–B) Analyze the relationship between aerobic activity, social interaction, emotional wellness, body composition, and overall quality of life • (8)(A–B) Evaluate how physical activity participation and healthy lifestyle behaviors support chronic disease prevention and long-term wellness • (12)(A–B) Promote physically and emotionally safe participation through inclusion, respectful communication, teamwork, and responsible decision-making



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Unit 06: Net/Target Activities, Performance Strategy & Personal Challenge SPARK Cluster 6: 14 Volleyball <ul style="list-style-type: none">• 45-min: 16–18 days• 90-min: 8–9 days Focus: Skill execution, strategy application, reaction time, communication, teamwork, movement control, and personal performance growth	Performance-Based: Evaluate movement execution, reaction time, communication, strategy application, teamwork, and skill performance during net and target-based activities Strategy/Application: Apply offensive and defensive strategies, spatial awareness, communication techniques, and performance adjustments during game play and skill challenges Health Connection: Reflection: How do communication, resilience, teamwork, and personal responsibility impact performance and wellness during physical activity? SPARK Tasks + Teacher Observation Skill Assessment Activities Peer Feedback Opportunities FitnessGram EOY Preparation	§116.62(c)(2)(A–E), (3)(D–K), (4)(A–E), (5)(A–F) <ul style="list-style-type: none">• (2)(A–C) Apply safe participation procedures, movement techniques, and game-specific skills during net and target activities• (2)(D) Modify movement performance and strategic responses using internal and external feedback• (2)(E) Explain and apply strategies that improve movement efficiency, coordination, communication, and successful activity participation• (3)(D–K) Participate in activities that develop health-related and skill-related fitness components, including reaction time, coordination, balance, agility, and speed• (4)(A–E) Analyze how collaboration, perseverance, communication, emotional control, and socially appropriate behavior influence individual and team performance• (5)(A–F) Describe how physical activity participation supports confidence, stress management, wellness, recovery, and lifelong engagement in physical activity	§115.38(c)(2)(A–B), (3), (7)(A), (11)(A–B), (12)(A–B) <ul style="list-style-type: none">• (2)(A–B) Demonstrate communication, cooperation, empathy, and conflict-resolution skills during competitive and collaborative activities• (3) Apply self-management, responsible decision-making, and goal-setting strategies to improve participation and personal wellness• (7)(A) Analyze the relationship between physical activity participation, emotional wellness, and social health• (11)(A–B) Demonstrate responsible decision-making, digital citizenship awareness, and respectful communication within team and group interactions• (12)(A–B) Promote emotionally and physically safe participation through inclusion, sportsmanship, responsible communication, and bullying prevention strategies



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Unit 07: Personal Performance, Outdoor Activities & Lifetime Application SPARK Cluster 7: 15 Track & Field Games 16 Softball (Kickball may be substituted based on campus needs/resources) <ul style="list-style-type: none">• 45-min: 18–20 days• 90-min: 9–10 days Focus: Personal performance, skill application, speed, agility, reaction time, teamwork, outdoor activity participation, and lifelong physical activity engagement	Performance-Based: Evaluate movement mechanics, sprint technique, agility, reaction time, throwing/striking skills, teamwork, and participation during outdoor and performance-based activities Strategy/Application: Apply pacing, movement strategy, teamwork, skill refinement, and performance feedback to improve participation and personal performance outcomes Health Connection: Reflection: How do outdoor activities, personal performance goals, teamwork, and healthy habits contribute to lifelong wellness and physical activity participation? SPARK Tasks + Teacher Observation Performance Skill Monitoring Fitness Reflection Activities BOE Collection Opportunities EOY SLO Reflection Support	§116.62(c)(1)(A–B), (2)(A–E), (3)(A–K), (4)(A–E), (5)(A–F) <ul style="list-style-type: none">• (1)(A–B) Apply physiological and biomechanical principles related to movement efficiency, sprint mechanics, balance, force production, coordination, and skill execution during outdoor and performance-based activities• (2)(A–C) Apply safe participation procedures, activity-specific movement techniques, and appropriate practices during track, field, striking, and fielding activities• (2)(D) Modify movement performance using internal and external feedback to improve skill execution and performance outcomes• (2)(E) Explain and apply strategies that improve personal fitness, skill performance, coordination, and successful participation• (3)(A–K) Participate in activities that develop health-related and skill-related fitness while evaluating agility, balance, coordination, reaction time, power, and speed• (4)(A–E) Analyze how teamwork, communication, perseverance, emotional control, and socially appropriate behavior contribute to successful physical activity participation	§115.38(c)(1)(A–C), (3), (7)(A–B), (8)(A–B), (12)(A–B) <ul style="list-style-type: none">• (1)(A–C) Analyze personal wellness behaviors, health information, and participation habits that support safe and healthy physical activity engagement• (3) Apply self-assessment, goal-setting, and decision-making skills to improve personal performance and wellness outcomes• (7)(A–B) Analyze the relationship between physical activity participation, body composition, emotional wellness, and overall quality of life• (8)(A–B) Evaluate how physical activity participation, nutrition, hydration, and healthy lifestyle choices contribute to chronic disease prevention and lifelong wellness• (12)(A–B) Demonstrate behaviors that support safe, respectful, collaborative, and emotionally supportive physical activity environments



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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
		<ul style="list-style-type: none">• (5)(A–F) Describe how sleep, recovery, nutrition, hydration, and physical activity participation support performance, body composition, wellness, and lifelong physical activity engagement	

Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
Unit 08: Personal Fitness Planning, Reflection & Lifetime Wellness SPARK Cluster 8: Personal Fitness Planning Fitness Reflection & Portfolio Activities Field Day & Wellness Celebration Activities • 45-min: 10–12 days • 90-min: 5–6 days Focus: Personal fitness planning, self-assessment, wellness reflection, goal revision, independence, and lifelong physical activity application	Performance-Based: Evaluate personal fitness growth, participation trends, wellness behaviors, fitness planning strategies, and overall progress toward individual fitness goals Strategy/Application: Design, revise, and implement personal fitness and wellness plans using performance data, reflection, self-assessment, and goal-setting strategies Health Connection: Reflection: How will I apply the knowledge, habits, and wellness strategies developed in this course to maintain lifelong physical activity and overall wellness? FitnessGram EOY Reflection Personal Fitness Portfolio Submission Student Reflection	§116.62(c)(1)(A), (2)(D–E), (3)(D–K), (4)(A–E), (5)(A–F) • (1)(A) Apply fitness and training principles related to long-term wellness planning, recovery, progression, specificity, and personal fitness development • (2)(D–E) Modify and evaluate personal fitness performance using internal and external feedback, self-assessment, and fitness planning strategies • (3)(D–K) Evaluate personal health-related and skill-related fitness data using reflection, self-monitoring, technology tools, and fitness performance measures • (4)(A–E) Analyze the relationship among physical activity participation, self-management, emotional wellness, collaboration, and lifelong physical activity engagement • (5)(A–F) Describe how sleep, nutrition, recovery, exercise, hydration, stress	§115.38(c)(1)(A–C), (3), (6)(A–C), (7)(A–B), (8)(A–B), (9) • (1)(A–C) Analyze health information, wellness behaviors, and personal fitness data to support informed lifelong wellness decisions • (3) Apply goal-setting, self-assessment, decision-making, and wellness planning skills to support long-term physical activity participation and overall health • (6)(A–C) Evaluate how nutrition, hydration, recovery, and wellness habits influence overall health and physical performance throughout the lifespan • (7)(A–B) Analyze the relationships among physical activity, body composition, emotional wellness, social wellness, and quality of life • (8)(A–B) Evaluate how healthy lifestyle behaviors and physical activity



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Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
	Activities Field Day / Wellness Celebration Participation	management, and wellness behaviors contribute to long-term health, body composition, and lifelong wellness	participation contribute to chronic disease prevention and lifelong wellness • (9) Demonstrate understanding of personal safety, recovery practices, and responsible participation strategies that support long-term health and wellness

TEKS Alignment

Instruction in this course is aligned to the Texas Essential Knowledge and Skills (TEKS) as adopted by the State Board of Education and implemented in accordance with Texas Education Code Chapter 28.

Physical Education instruction is aligned to **High School §116.62 — Lifetime Fitness & Wellness Pursuits**

Integrated Health Education instruction is aligned to | **High School §115.38 — Health Education I**

Health concepts are integrated through activity-based instruction, brief reflection, and application tasks that connect decision-making, safety, and wellness to physical activity experiences.

Assessment Overview

Student learning is monitored through ongoing, performance-based assessment, including observation of fitness development, movement quality, participation, and application of fitness and wellness concepts. Assessment data is used to support student growth and inform instruction.

FitnessGram provides a snapshot of student fitness and supports goal setting and progress monitoring; results are not used as a graded academic measure.

SPARK resources may support instructional delivery and performance-based assessment. BOE collection windows are included for eligible courses and staff where SLO/TIA implementation applies.

Health-related learning is assessed through brief, embedded checks (e.g., reflections, exit tickets, discussions) that capture student understanding of decision-making, safety, and wellness within the activity context.

Instructional Materials

Instruction is supported through structured fitness activities, group fitness formats, and teacher-designed lessons aligned to TEKS and focused on lifelong health and wellness.

Health content is supported through **Glencoe Health, Teen Health**, and approved **state and .gov resources**. Campuses may provide **opt-in instruction related to health, relationships, and human sexuality** during the second semester in alignment with district guidance.



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SPARK Health Living Choices (HLC) is not utilized at the high school level; however, SPARK Physical Education resources may support fitness instruction. Students participate in CPR, First Aid, and AED awareness lessons (non-certification). Supplemental materials may enhance instruction but do not replace board-approved core instructional materials.

Instructional Expectations

Instruction is aligned to the scope and sequence and delivered using board-approved materials. Teachers ensure all required standards are taught while adapting instruction to facilities, equipment, and student needs. Safe participation and equitable access are maintained in all learning environments. Instruction emphasizes independence, goal setting, and personal accountability. Students are expected to actively participate, apply fitness and wellness concepts, and demonstrate growth over time.