

# High School - Lifetime Fitness and Wellness Pursuits

Movement patterns and movement skills. While participating in physical activity, the physically literate student applies physiological and biomechanical principles to improve health-related fitness. The student is expected to: **HS.II.1**

- a** apply physiological and fitness principles related to exercise and training, including warm-up and cool-down, overload, frequency, intensity, time, and specificity; and **HS.II.1.A**

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- b** apply basic biomechanical principles related to exercise and training, including force, leverage, and type of contraction. **HS.II.1.B**

Performance strategies. During physical activity, the physically literate student applies skills, techniques, and safety practices associated with physical activity. The student is expected to: **HS.II.2**

- a** apply appropriate procedures to ensure safety; **HS.II.2.A**

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- b** apply appropriate practices and procedures to improve skills in various fitness activities; **HS.II.2.B**

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- c** perform skills and appropriate techniques at a basic level of competency; **HS.II.2.C**

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- d** modify movement during performance using appropriate internal and external feedback; and **HS.II.2.D**

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- e** explain various methods to achieve personal fitness, including interval training, circuit training, high-intensity interval training (HIIT), and functional fitness training. **HS.II.2.E**

Health, physical activity, and fitness. The physically literate student applies fitness principles that encompass personal fitness programs, nutrition, technology, and environmental awareness. The student is expected to: **HS.II.3**

- a** demonstrate appropriate safety procedures, including wearing proper attire, using equipment safely, practicing exercise etiquette, and recognizing situational environmental hazards; **HS.II.3.A**

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- b** identify and describe exercise techniques that may be harmful or unsafe; **HS.II.3.B**

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- c** explain the relationships among hydration, physical activity, and environmental conditions; **HS.II.3.C**

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- d** explain the relationship between physical fitness and wellness; **HS.II.3.D**

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- e** participate in a variety of activities that develop health-related physical fitness; [HS.II.3.E](#)

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  - f** describe training principles appropriate to enhance cardiorespiratory endurance, muscular strength and endurance, and flexibility; [HS.II.3.F](#)

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  - g** exhibit a basic level of competency in two or more aerobic and two or more anaerobic activities; [HS.II.3.G](#)

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  - h** select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness; [HS.II.3.H](#)

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  - i** design and implement a personal fitness program that includes health-related fitness components; [HS.II.3.I](#)

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  - j** measure and evaluate personal skill-related components of physical fitness, including agility, balance, coordination, power, reaction time, and speed; and [HS.II.3.J](#)

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  - k** measure and evaluate personal fitness in terms of health-related fitness components. [HS.II.3.K](#)
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**Social and emotional health.** During physical activity, the physically literate student develops positive self-management and social skills needed to work independently and with others. The student is expected to: [HS.II.4](#)

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- a** describe and analyze the relationship between physical activity and social and emotional health; [HS.II.4.A](#)

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  - b** discuss how improvement is possible with appropriate practice; [HS.II.4.B](#)

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  - c** identify and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways; [HS.II.4.C](#)

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  - d** explain how to accept successes and performance limitations of self and others by exhibiting appropriate behavior and response; and [HS.II.4.D](#)

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  - e** evaluate the impact of the use of technology on social and emotional health. [HS.II.4.E](#)
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**Lifetime wellness.** The physically literate student comprehends practices that will impact daily performance, physical activity, and health throughout the lifespan. The student is expected to: [HS.II.5](#)

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- a** describe how sleep is essential to optimal performance and recovery; [HS.II.5.A](#)

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  - b** identify myths associated with physical activity and nutritional practices; [HS.II.5.B](#)

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  - c** explain the relationship between nutritional practices and physical activity; [HS.II.5.C](#)

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  - d** explain the risks of over training; [HS.II.5.D](#)

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  - e** evaluate consumer issues and trends related to physical fitness such as marketing claims promoting fitness and nutritional products, services, and supplements; and [HS.II.5.E](#)

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**f analyze how nutrition, exercise, and other factors impact body composition.** HS.II.5.F