

## Fitness - Year Two - High School

*Students in year two of fitness education are proficient in all fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to be involved with throughout life. They understand and apply key movement and fitness concepts for all activities in which they demonstrate competence. Students are good leaders and good followers, respect others, and anticipate and avoid unsafe physical activity situations. They develop the ability to understand and anticipate how physical activity interests and abilities change across a lifetime. Students demonstrate competency to plan, implement, self-assess, and modify a personal health and fitness plan. Students are prepared to lead a physically active lifestyle and practice health-enhancing behaviors that promote wellness throughout life.*

**EALR 1:** The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

**Component 1.1:** Develops motor skills and movement concepts as developmentally appropriate.

### **GLE**

**1.1.1** Evaluates complex motor skills and movement concepts to activities to enhance a physically active life.

- **Performs activities at fluid and efficient levels of movement.**  
Example:  
→ Throws a flying disc and runs to a position to receive a return throw.
- **Chooses advanced sport-specific skills in selected physical activities.**  
Example:  
→ Performs a jump serve in volleyball.
- **Evaluates the importance of practice in improving performance.**  
Example:  
→ Throws and catches a softball against the wall using a teacher-designed rubric.

**1.1.5** Evaluates understanding of movement concepts.

- **Evaluates skill performance that integrates movement concepts.**  
Example:  
→ Uses a rubric to evaluate game strategy in badminton using various strokes (backhand, forehand, overhead clear, and hairpin).

**Component 1.2:** Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

### **GLE**

**1.2.1** Analyzes how to perform activities and tasks safely and appropriately.

- **Compares the risk level of various activities.**  
Example:  
→ Compares hiking, climbing, and rollerblading risk levels.

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- Analyzes the training principles used for a specific task and takes corrective action when necessary.  
Example:  
→ Uses correct warm-up and cool-down techniques in weight training.
- Analyzes safety issues related to health and fitness activities (sport, fitness, leisure, or dance) and personal health and fitness plan.  
Example:  
→ Uses protective equipment when rollerblading.

### 1.2.2 Evaluates skills and strategies necessary for effective participation in physical activities.

- Evaluates ways in which physical activity can provide opportunities for positive social interaction and enjoyment.  
Example:  
→ Participates in lifetime activities such as bowling, golf, and tennis.
- Selects coping skills to deal with personal challenges, differences, and setbacks in physical performance.  
Example:  
→ Participates in deep-breathing exercises or yoga.
- Selects personal goals for improvement.

### 1.2.4 Analyzes safety and the importance of fitness in the work environment.

- Compares safety issues in various occupations.  
Example:  
→ Understands correct lifting techniques at work.

Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

## GLE

### 1.3.1 Evaluates the components of health-related fitness.

- Sets individual fitness goals using all components of health-related fitness.

### 1.3.2 Evaluates the progress of a personal health and fitness plan.

- Critiques personal progress in relationship to national physical fitness standards.  
Example:  
→ PACER: 72 laps completed for a 16-year-old male. FitnessGram National Standard: High Performance.
- Selects a personal monitoring system that assesses the components of health-related fitness in relation to the FITT principle.

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- Chooses appropriate phases of a workout and training principles in a personal health and fitness plan.
- Evaluates the effectiveness of the personal health and fitness plan and realigns goals.

**Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

- 1.4.1 Analyzes the components of skill-related fitness to physical activity.**
- **Draws conclusions and sets goals to improve personal components of skill-related fitness.**
  - **Example:**
    - Understands quicker turns and better pivots should increase shuttle-run time, which is a measurement of agility.
  - **Analyzes and integrates components of skill-related fitness in at least two of the following different types of movement forms: Aquatics, individual activities, team sports/activities, outdoor pursuits, self-defense, or dance.**  
**Example:**
    - Understands increased balance and coordination will improve smooth transition in step patterns of dance.
  - **Compares and contrasts components of skill-related and health-related fitness to improve performance in a selected physical activity.**  
**Example:**
    - Understands increased power and muscular strength may improve long-jump distance.
- 1.4.2 Evaluates components of skill-related fitness as related to careers/occupations/recreation.**
- **Selects components of skill-related fitness necessary for successful and safe performance in recreation and occupations.**  
**Example:**
    - Understands balance will enhance rock-climbing (recreation).  
Speed will enhance running up stairs (firefighter).

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

### GLE

- 1.5.1 Evaluates the relationship of nutrition planning to physical performance and body composition.**
- **Chooses functions of nutrients and critiques individual needs based on activity level and dietary guidelines.**  
**Example:**
    - Recognizes protein needs of a vegetarian athlete.

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- **Evaluates progress of physical performance and revises personal nutritional goals.**  
Example:  
→ Eliminates carbonated drinks (sugar) for better performance.
- **Selects healthy ways to lose, gain, and maintain weight.**  
Example:  
→ Uses MyPyramid for a balanced diet.

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

**Component 4.2: Develops and monitors a health and fitness plan.**

**GLE**

- 4.2.1 Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.**
- **Generates appropriate goal-setting strategies in creating a personal health and fitness plan.**
  - **Uses time-management skills in creating a personal health and fitness plan.**
  - **Designs a personal health and fitness plan based on personal interests and life goals (fitness, nutrition, stress management, and personal safety).**
  - **Designs a short and long-term monitoring system for a personal health and fitness plan.**
  - **Develops goals to meet changes in health/fitness/life.**  
Example:  
→ Adjusts goals to meet changes that occur throughout the lifespan.