

High School - Skill-Based Lifetime Activities

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. The student is expected to: [HS.I.1](#)

- a** exhibit a level of competency in one or more target activities such as archery, disc golf, backyard target games, bowling, and golf; [HS.I.1.A](#)
- b** exhibit a level of competency in one or more striking and fielding activities such as kickball, softball, baseball, and racquet sports; [HS.I.1.B](#)
- c** exhibit a level of competency in one or more fitness activities that promote cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility; [HS.I.1.C](#)
- d** exhibit a level of competency in one or more rhythmic activities; and [HS.I.1.D](#)
- e** exhibit a level of competency in one or more innovative games and activities with international significance such as cricket, futsal, speed ball, and team handball. [HS.I.1.E](#)

Performance strategies. The physically literate student applies tactics and strategies to be successful in skill-based lifetime activities. The student is expected to: [HS.I.2](#)

- a** perform skills and strategies consistently; [HS.I.2.A](#)
- b** modify movement during performance using appropriate internal and external feedback; [HS.I.2.B](#)
- c** describe appropriate practice procedures to improve skill and strategy in a sport; [HS.I.2.C](#)
- d** identify the critical elements for successful performance; [HS.I.2.D](#)
- e** demonstrate proper officiating techniques, including hand signals, verbal communication, and application of rules, to ensure safe participation in activities; and [HS.I.2.E](#)
- f** keep score accurately during games or activities. [HS.I.2.F](#)

Health, physical activity, and fitness. The physically literate

- a** establish realistic and challenging health-related fitness goals for selected skill-based lifetime activities; [HS.I.3.A](#)

student applies knowledge of health and fitness principles to participation in skill-based lifetime activities. The student is expected to: **HS.I.3**

- b** apply appropriate safety procedures to prevent or reduce injuries in skill-based lifetime activities; and **HS.I.3.B**
- c** analyze health and fitness benefits derived from participating in skill-based lifetime activities. **HS.I.3.C**

Social and emotional health. The physically literate student applies principles for social and emotional health to participation in selected skill-based lifetime activities. The student is expected to: **HS.I.4**

- a** acknowledge good play from an opponent during competition; **HS.I.4.A**
- b** explain the importance of accepting the roles and decisions of officials; **HS.I.4.B**
- c** explain the importance of accepting successes and performance limitations of self and others; **HS.I.4.C**
- d** discuss the importance of accepting personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment while officiating; and **HS.I.4.D**
- e** discuss and apply ways to respond to challenges, successes, and failures in physical activities in socially appropriate ways. **HS.I.4.E**

Lifetime wellness. The physically literate student applies wellness principles to participation in selected skill-based lifetime activities. The student is expected to: **HS.I.5**

- a** select and participate in at least one skill-based lifetime activity that provides for enjoyment and challenge from each category, including target, striking and fielding, fitness, rhythmic, and innovative games and activities with international significance; and **HS.I.5.A**
- b** describe how sleep is essential to optimal performance and recovery. **HS.I.5.B**