













<p><b>6</b></p>  <p>Fitness Management</p>	<p><b>6</b></p>  <p>Fitness Management</p>	<p><b>6</b></p>  <p>Fitness Management</p>	<p><b>6</b></p>  <p>Fitness Management</p>
<p><input type="checkbox"/> <b>K.2.6.A.1 Recognize the health- and skill-related fitness components</b> (e.g., agility, power, reaction time, speed, coordination...) <b>that contribute to skill development</b></p>	<p><input type="checkbox"/> <b>K.2.6.C.1a Identify the names of the main bones</b> (e.g., humerus, ulna, radius, femur, tibia, fibula, scapula, clavicle, ribs, pelvis, skull...) <b>and function</b> (i.e., shape, support, protection) <b>of the human skeletal system in the context of exercise and physical activity</b></p>	<p><input type="checkbox"/> <b>K.2.6.C.1b Describe the effects of exercise and inactivity on the human skeletal system</b> (i.e., increased/decreased bone density, increased/decreased bone mass)</p>	<p><input type="checkbox"/> <b>K.2.5.C.2 → K.2.6.C.2 Show an understanding of the factors</b> (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) <b>affecting personal fitness development</b></p>
<p><b>K A</b></p>	<p><b>K C</b></p>	<p><b>K C</b></p>	<p><b>K C</b></p>

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<p><input type="checkbox"/> <b>K.2.6.C.3 Identify the proper techniques</b> (e.g., slow and sustained, within comfort zone, focusing on target muscles and minimizing other body parts, stretching to the limit of the movement, slow and rhythmical breathing...) <b>and harmful techniques</b> (e.g., bouncing, swinging, stretching too hard...) <b>in stretching exercises</b></p>	<p><input type="checkbox"/> <b>K.2.6.C.4 Review behaviours</b> (e.g., make positive remarks, cheer for others, make encouraging gestures...) <b>that encourage effort and participation of others</b></p>	<p><input type="checkbox"/> <b>S.2.6.A.1a Participate in exercises/activities</b> (e.g., juggling for developing coordination, moving through obstacle course for agility...) <b>designed to improve and maintain personal fitness associated with health-related and skill-related fitness components</b></p>	<p><input type="checkbox"/> <b>S.2.6.A.1b Demonstrate proper technique</b> (i.e., pacing) <b>while participating in continuous aerobic activity for a sustained period of time, while maintaining target heart rate</b></p>
<p><b>K</b></p>	<p><b>C</b></p>	<p><b>K</b></p>	<p><b>C</b></p>
<p><b>S</b></p>	<p><b>A</b></p>	<p><b>S</b></p>	<p><b>A</b></p>

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<p><input type="checkbox"/> <b>S.2.6.A.2 Compare own heart rate during aerobic activity to the general target heart-rate zones</b> (e.g., general health, basic fitness, healthy heart...)</p>	<p><input type="checkbox"/> <b>S.2.6.A.3a Demonstrate the use of assessment strategies</b> (e.g., activity log, activity calendar, stopwatch, computer database program, heart-rate monitor...) <b>to determine, organize, and record fitness results and physical activity participation</b></p>	<p><input type="checkbox"/> <b>S.2.5.A.3b ⇒ S.2.6.A. 3b Compare own fitness results and physical activity participation over a period of time</b> (e.g., beginning, middle, end of school year...) <b>to check and revise personal goals</b></p>	
<p><b>S</b></p>	<p><b>A</b></p>	<p><b>S</b></p>	<p><b>A</b></p>