

















| | | | |
|---|--|--|---|
| <p>S1</p>  <p>Fitness Management</p> | <p>S1</p>  <p>Fitness Management</p> | <p>S1</p>  <p>Fitness Management</p> | <p>S1</p>  <p>Fitness Management</p> |
| <p><input type="checkbox"/> S.2.S1.A.1a Demonstrate a level of participation that contributes to the goals of an individualized fitness plan</p> | <p><input type="checkbox"/> K.2.S1.C.1b Explain the structure of fibertypes (i.e., slow-twitch, fast-twitch) as they relate to muscular development</p> | <p><input type="checkbox"/> K.2.S1.B.1 Differentiate between the benefits of active living and physical fitness development, based on a health and fitness continuum (e.g., mild activity for health benefits, moderate to vigorous activity for fitness benefits...)</p> | <p><input type="checkbox"/> S.2.S1.A.3b Analyze own fitness test results (e.g., using information technology...) to establish personal fitness goals</p> |
| <p>S</p> | <p>A K</p> | <p>C K</p> | <p>B S</p> |

| | | | |
|--|---|--|--|
| <p>S1</p>  | <p>S1</p>  | <p>S1</p>  | <p>S1</p>  |
| <p><input type="checkbox"/> K.2.S1.C.1a Explain the structure of skeletal muscle (i.e., belly, bundle, fiber, myofibril) as it relates to muscular development</p> | <p><input type="checkbox"/> K.2.S1.C.2 Describe the principles of training and conditioning for physical activities (i.e., progressive overload, specificity, reversibility, regularity, individual variability, starting point)</p> | <p><input type="checkbox"/> K.2.S1.C.1c Identify types of strength exercises (i.e., isometric, dynamic) and stretching exercises (i.e., static, ballistic, passive) for personal fitness development (i.e., strength, endurance, range of motion)</p> | <p><input type="checkbox"/> K.2.S1.C.4 Identify the factors related to health and fitness development (e.g., health benefit, physical attributes, interpersonal interaction, influence of family, availability of facilities/equipment, competition, cooperation, personal success, time management...) that affect choices of physical activities for self and others</p> |
| <p>K C</p> | <p>K C</p> | <p>K C</p> | <p>K C</p> |

| | | | |
|--|---|--|--|
| <h1>S1</h1>  | <h1>S1</h1>  | <h1>S1</h1>  | <h1>S1</h1>  |
| <input type="checkbox"/> S.2.S1.A.3a Assess the level of ability in one or more skill-related components (e.g., balance, agility, power, reaction time, speed, coordination) of physical fitness | <input type="checkbox"/> K.2.S1.C.3 Design and implement effective warm-up and cool-down routines for specific team-related physical activities (e.g., volleyball, soccer, rugby...) | <input type="checkbox"/> S.2.S1.A.2 Demonstrate use of heart-rate monitoring (e.g., pulse points, heart monitors, software programs...) to compare exertion level in a variety of activities | <input type="checkbox"/> S.2.S1.A.1b Participate in planned and self-directed activities that maintain heart-rate levels in various zones (e.g., general health, basic fitness, healthy heart...) |
| <h1>S</h1> | <h1>A</h1> | <h1>K</h1> | <h1>C</h1> |
| <h1>S</h1> | <h1>A</h1> | <h1>S</h1> | <h1>A</h1> |

| | | | |
|---|--|---|---|
| <h1>S1</h1>  |  |  |  |
| <input type="checkbox"/> K.2.S1.A.1 Identify the skill-related fitness components (e.g., balance, agility, power, reaction time, speed, coordination) and relate their importance to sport/physical activity performance (e.g., reaction time in goal keeping...) | | | |
| <h1>K</h1> | <h1>A</h1> | | |