# High School Physical Education Curriculum: Fitness for the Body and Mind

### Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

*Within the context of *Fitness for Body and Mind* students will:*

1. Identify and demonstrate appropriate skeletal alignment and physical skills - strength, stamina, coordination, control, balance, flexibility - in locomotor and non-locomotor movements.
2. Demonstrate sun and moon salutation and a variety of asanas; a minimum of 50% of the Full Pilates Mat program, a variety of Kickboxing techniques, Qi Kung exercises and a condensed Tai Chi sequence.
3. Perform a proper deep squat and lunge with a variety of compound movements with and without equipment.

### Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

*Within the context of *Fitness for Body and Mind* students will:*

1. Develop an appropriate program for a self selected fitness goal using the mind/body connection.
2. Correctly identify biomechanical principles related to moving in all 3 planes of motion – sagittal, frontal and transverse).
3. Explain the impact of active participation in Yoga/Pilates, Qi Kung, Drums Alive, Cardio Kickboxing on the Mind/Body connection.

### Standard 3: Participates regularly in physical activity.

*Students will:*

1. Demonstrate the use of appropriate strategies for effective behavioral changes regarding mental and physical activity among adults.
2. Demonstrate effective time management skills to allow opportunities for physical and emotional activity during a busy day.

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*Adapted from National Association for Sport and Physical Education Standards*

*Adopted by the Board on January 29, 2009*
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Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students will:
- 4.1 Maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.
- 4.2 Develop a personal fitness profile on the basis of a variety of assessment results.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Students will:
- 5.1 Demonstrate the 5 SAS core values (respect, responsibility, compassion, honesty, fairness) in cooperative and competitive games/activities.
- 5.2 Create a safe and welcoming environment for peers.
- 5.3 Appreciate and recognize classmates’ effort and attitude.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students will:
- 6.1 Value working with others in the Mind/Body class to achieve a common goal.
- 6.2 Create self rewards for achieving personal fitness and emotional well-being goals.