



PILATES MODULE

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PILATES

Grade-Level Outcomes Addressed, by Lesson	Lessons															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.																
Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.																
Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits. (S2.H1.L1)	E	P	P	P	P	P		P			P	P				
Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)									E	P						
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.																
Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.H2.L2)		E			E							E	E			
Applies rates of perceived exertion and pacing. (S3.H3.L2)				E												
Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)												E	P	P	P	
Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)								P								
Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)			P													
Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. (S3.H9.L2)				P												
Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)							E									
Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)								E	P	E		E				
Designs and implements a nutrition plan to maintain an appropriated energy balance for a healthy, active lifestyle. (S3.H13.L1)							P	E								
Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1)					E											
Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)						E										
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.																
Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)																E

Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)										E	E					E		
Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)																	E	E
Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)																E		
Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)		E																
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.																		
Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)									E									
Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)			E							P		E						

P = Primary; E = Embedded