

YOGA

Content Area: **Health and Physical Education**
Course(s): **Power Yoga**
Time Period: **Marking Period 1**
Length: **Marking Period Course**
Status: **Published**

Course Pacing Guide

| Unit | MP/Trimester | Weeks |
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| Introduction- Yoga- Sun Salutations | 1 | 0.25 |
| Introduction- Yoga- Warrior Series | 1 | 0.25 |
| Introduction- Yoga- Balancing Series | 1 | 0.25 |
| Introduction-Yoga- Triangle Series, Floor Back Bending Series, Abdominal Series | 1 | 0.25 |
| Introduction- Yoga- Inversion Series, Closing Series, Savasana | 1 | 0.25 |
| Introduction- Meditation | 1 | 0.25 |
| Journaling- Prompted | 1 | 1.5 |
| Yoga Flow | 1 | 3 days/week |
| Guided Meditation and Imagery | 1 | 1 day/week |

Unit Overview

This course is designed to safely introduce students to the basic postures, breathing techniques, and relaxation methods of yoga and advance thier self discovery of the overall health/wellness benefits of regular yoga practice. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day-to-day life. They will also delve into self-discovery by regular prompted journaling and meditation practice. This course focuses on the social and emotional well being of the whole student and utilizes a variety of self-care techniques so each student can discover and adapt to what works for them.

Enduring Understandings

- Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

- Stress we encounter every day has a direct impact on our behavior and health. Coping strategies are essential in controlling the effects of stress.

Essential Questions

- Why do people choose the physical activities they participate in over a lifetime?
- How can participation in physical activity enhance my life?
- How can you enhance the quality of movement for lifelong participation in physical activity?
- Why do I have to understand concepts of movement when I can already perform the movement?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How can Yoga help me maintain a healthy level of fitness?
- How can journaling and mindful practice such as meditation help me maintain overall health?

New Jersey Student Learning Standards (No CCS)

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| HPE.2.1.12.A.1 | Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. |
| HPE.2.1.12.A.2 | Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness. |
| HPE.2.1.12.A.CS1 | Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly. |
| HPE.2.1.12.B.CS1 | Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness. |
| HPE.2.1.12.E.1 | Predict the short- and long-term consequences of unresolved conflicts. |
| HPE.2.1.12.E.2 | Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis. |
| HPE.2.1.12.E.3 | Examine how a family might cope with crisis or change and suggest ways to restore family balance and function. |
| HPE.2.1.12.E.4 | Develop a personal stress management plan to improve/maintain wellness. |
| HPE.2.1.12.E.CS1 | Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. |
| HPE.2.1.12.E.CS2 | Stress management skills impact an individual's ability to cope with different types of emotional situations. |
| HPE.2.2.12.A.CS1 | Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. |
| HPE.2.2.12.B.CS1 | Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime. |
| HPE.2.2.12.C.CS2 | Core ethical values impact behaviors that influence the health and safety of people everywhere. |

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| HPE.2.2.12.E.1 | Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation. |
| HPE.2.5.12.A.1 | Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| HPE.2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| HPE.2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| HPE.2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| HPE.2.5.12.A.CS1 | Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. |
| HPE.2.6.12.A.CS1 | Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. |

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

- Students will understand and recognize the Sanskrit terminology for various yoga poses.

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| WL.7.1.NM.A.L.1 | The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. |
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Technology Standards

- Students will share experiences using paid Meditation apps in their life outside the classroom.
- Students will know where to find and utilize free guided meditation and yoga classes for use outside the classroom.

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| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
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21st Century Themes/Careers

- Students will understand how their personal health effects their overall work performance.

- Students will know techniques to use to maintain overall personal and mental health.

CRP.K-12.CRP3.1

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Financial Literacy Integration

- Students will understand the financial costs associated with yoga classes at a yoga studio vs. at a regular gym or online courses.
- Students will understand their own financial status will dictate their ability to attend a studio, but it will not prevent them from practicing yoga as it can be an individual practice they can do on their own.

PFL.9.1.12.E.2

Analyze and apply multiple sources of financial information when prioritizing financial decisions.

Instructional Strategies & Learning Activities

YOGA:

- Demonstrate mechanically correct form and control.
- Detect and correct errors in personal movement performance and modify it in response to external feedback.
- Independent pushing to further their yoga practice.

JOURNALING:

- Demonstrate deeper level self-assessment and thinking with prompted journal entries.
- Allow vulnerability in self-assessment.

MEDITATION:

- Demonstrate their internal focus as best as possible.
- Allow themselves to follow along with the guided prompts.

YOGA PROJECT: when applicable

- Create their own yoga flow utilizing information from class and based off their research.
- Teach the flow to the class.

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered level of poses- Modified or advanced
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building- Partner Yoga
- Self-Directed Learning
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Game-Based Learning- Yoga games, scavenger hunt
- Grouping
- Flipped Classroom
- Mentoring
- Student Interest & Inventory Data

Formative Assessments

- Teacher assessment of student participation
- Group participation- partner yoga
- Self Assessment

Summative Assessment

- Journal completion
- Yoga project

Benchmark Assessments

- Self reported yoga experience

Alternate Assessments

Resources & Technology

- Guided meditation scripts

- CD- relaxation music

BOE Approved Texts

n/a

Closure

- Sequence It -
- Have students dramatize a real-life application of a skill.

ELL

- Teacher Modeling
- Simplified Verbal Instructions
- Frequent Breaks

Special Education

- Substitute alternatives for written assignments.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between mats.
- Give directions in small steps and in as few words as possible.

- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Stand near the student when giving directions or presenting a lesson.

504

- preferential seating
- verbal, visual, aids
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy
- any additional needs based off individual 504s

At Risk

- Have student restate information
- Assistance in maintaining uncluttered space
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Verbal and visual cues regarding directions and staying on task
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring

Gifted and Talented

- Focus on effort and practice
- Offer advancement in poses when applicable
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together

- Encourage advancement/challenge poses