



HIGH SCHOOL COURSE OUTLINE

Department	Physical Education			Course Title	Introduction to Yoga		
Course Code	3715	Grade Level	9 -12	Course Length	1 semester	Credits/Semester	5
Required for Graduation		No	Meets H.S. Grad Requirement		No	Elective Credit	Yes
Prerequisites	None						
Meets UC "a-g" Requirement		No	Meets NCAA Requirement		No	Articulated with LBCC	No

COURSE DESCRIPTION:

This course is designed to introduce students, safely and accessibly, to the basic postures, breathing techniques, and relaxation methods of yoga. 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. The aim of this course is to promote vibrant health and to tap the body's latent energy reserves.

GOALS: (Student needs the course is intended to meet)

Student needs to:

- Acquire the basic skills of a yoga practice
- Develop an understanding of yoga etiquette and terminology
- Achieve and maintain a health-enhancing level of physical fitness
- Develop skills, knowledge, and interest to independently maintain a regular yoga practice
- Develop an understanding of individual differences and acquire a non-competitive, positive self image in regard to their own body and yoga practice
- Experience immediate and long term benefits of yoga practice

CONTENT STANDARDS:

Students will:

- Demonstrate understanding and competency in using controlled movement to begin, maintain, and end the yoga asanas. (Standard 1)
- Use body awareness and self-visualization to achieve proper position and alignment in the yoga asanas. (Standard 2)
- Demonstrate acceptance and understanding of the etiquette of group yoga practice. (Standard 1)
- Identify specific yoga asanas they can practice for a lifetime. (Standard 3)
- Create and implement an individualized yoga practice and continue to modify it in order to ensure personal benefit. (Standard 3)
- Monitor and modify their independent yoga practice to ensure maximum physical and mental benefit. (Standard 4)
- Select asanas and practice them during leisure time. (Standard 4)

- After sampling and practicing a wide variety of yoga asanas, develop an understanding of which particular ones are best suited to their own physical development and well-being. (Standard 5)
- Develop an appreciation of their individual strengths and limitations in relation to their yoga practice. (Standard 6)
- Become increasingly aware of the benefit they are receiving from yoga practice (Standard 6)
- Develop an appreciation for the importance of commitment and dedication to their yoga practice. (Standard 6)
- Develop an awareness of the beauty and harmony of their yoga practice. (Standard 7)
- Cultivate respect and appreciation of other students' practice by honoring the community environment of the yoga session. (Standard 8)
- Cultivate respect and appreciation for the achievements and limitations of others. (Standard 8)
- Discuss and consider the history of yoga and its influence in today's culture of physical fitness. (Standard 9)

DISTRICT PERFORMANCE STANDARDS

The Long Beach Unified School District has common assessments and assignments for Physical Education. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the Proficient Level. Performance level is determined by the average of the assessments or assignments.

District Physical Education Performance Standard Criteria

Assessment/ Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Graded Student Assignments/ Assessments	Average is a 1 or less than 60%	Average is a 2 or 60% - 69%	Average is a 3 or 70% - 84%	Average is a 4 or 85% - 100%
Performance-based Assessments	Not proficient	Occasionally performs correctly	Performs correctly most of the time	Always performs skill correctly

OUTLINE OF CONTENT AND TIME ALLOTMENT:

Course Preparation and Policies

1 week

Brief history and philosophy of yoga
Explanation of curriculum, expectations, and grading
Rules and procedures
Dress requirements, procedure

Basics of Yoga Practice

8 weeks

Breathing: Importance, philosophy, physiology
Yoga Three Part Breath Instruction and daily practice
Relaxation: Importance, philosophy, physiology
Deep relaxation practice (Savasana)
Notebooks: Keep record of all poses learned and instructions

Beginning Yoga Poses: Instruction and guided practice in 10-15
elementary yoga postures, possibly including the following:

Shoulder shrugs and neck exercises
Chest Expansion (Uttanasana)
Back Stretch (Pascimottanasana)
Triangle Pose (Trikonasana)
Cobra Pose (Bhujangasana)
Warrior Pose (Virabhadrasana)
Mountain Pose (Tadasana)
Tree Pose (Vrksasana)
Child's Pose (Darnikasana)
Simple Twist (Ardha Matsyendrasana)
Cat Stretch
Butterfly Pose (Baddha Konasana)
One Leg Seated Forward Bend (Janu Sirasana)
Down Dog Pose (Adho Mukha Svanasana)
Extended Foot Pose (Padottanasana)

Intermediate Yoga Practice

7 weeks

Breathing: Instruction and practice of Alternate Nostril Breath (Aruloma Viloma) and possibly Pumping Breath (Kapalabhati)
Intermediate Yoga Poses: Instruction and guided practice in 8-10 intermediate yoga postures possibly including the following:
Sun Salutation (Surya Namaskar)
Half Locust/Locust Pose (Salabhasana)
Shoulder Stand (Sarvangasana)
Plough Pose (Halasana)
Fish Pose (Matsyanasana)
Extended Side Angle Pose (Uhitta Parsvakonasana)
Lying Twist (Jathara Parivartanasana)
Straddle/Wide Leg Seated Forward Bend (Upavista Konasana)
Camel Pose (Ustrasana)
Dancer Pose (Natarajasana)
Eagle Pose (Garudanasana)
Vocabulary: Continued introduction use of Sanskrit terms
Why we use Sanskrit terms
Individual projects to reinforce Sanskrit terminology
Independent Practice
Importance and benefits
Guidelines for individual practice
Notebooks continued

Semester's Final Project

2 weeks

In small groups each student role-plays as both teacher and evaluator

APPLICATION OF THE CONTENT:

Related Career Titles –Students who have an interest in yoga may be interested in the following careers.

Teaching/Education Careers: Yoga Instructor, Physical Education Teacher, Personal Trainer,
Medical Careers: Sports Medicine, Athletic Trainer, Physical Therapy, Chiropractor, Massage
Therapy, Personal Trainer

Business: Athletic Clubs; Resort Owner/Worker

Entertainment: Acting, Stunt Person, Dance/Entertainer

Food Services: Health Food Services, Nutritionist

Recreation and Leisure: Recreation Leader, Cruise Director

SERVICE LEARNING: There are many opportunities, on campus and in the community, to participate in Service Learning activities related to Physical Education. The planning, implementing, and evaluating of these activities can be credited toward the Service Learning requirement.

METHODS: A variety of instructional strategies will be used to accommodate all learning styles.

Demonstrations by teacher, student(s), visual aids or experts on video

Lecture

Guided Practice and Group Discussion

Modeling

Handouts

Notes

Student centered learning to include:

Peer coaching

Reciprocal Teaching

Notebooks

Peer evaluation

Peer modeling

Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
---	--

Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Body Movement)
• Think of	• Pair/Share	• Restate in Journals	• Body movement signals
• Recall	• Choral Response		• Model with or without manipulatives
• Imagine	• Cooperative Discussion Groups		• Point to Examples
• Observe			
• Consider			

Baldrige Quality Tools

Team Building Activities
Student Survey

MATERIALS USED IN TEACHING THE COURSE:

- Clean, warm room that is quiet and peaceful
- Mats for floor
- Eye covers for relaxation
- Stereo with CD player
- CDs and/or tapes
- Loose clothing
- Notebooks
- Handouts
- Clipboards

General Reference Books for Teachers

- Yoga for Beginners; Ansari, Mark and Lark, Liz; New York: Harper Collins Publishers, Inc., 1998.
- The Yoga Handbook; Belling, Noa; New York: Barnes & Noble Books, Inc., 2001
- Yoga, 28 Day Exercise Plan; Hittleman, Richard; New York: Workman Publishing Co., Inc., 1969.
- 101 Essential Tips Yoga; Sivananda Yoga Vedanta Centre; New York: DK Publishing, Inc., 1995
- The Sivananda Companion to Yoga; Sivananda Yoga Center; New York: Simon & Schuster, Inc., 2000.

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to:

- Attendance, promptness, dress (daily points)
- Participation, cooperation, sincere effort (daily points)
- Demonstration of yoga etiquette and mutual respect (daily points)
- Notebooks
- Small group demonstration (rubric assessed)
- Projects (rubric assessed)

Sample Rubrics

Assessment/ Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Assessment of Teaching of an Asana: Knowledge	<u>Not knowledgeable</u> <ul style="list-style-type: none"> Inaccurate information. Does not meet the student's needs. 	<u>Somewhat knowledgeable</u> <ul style="list-style-type: none"> Most information is accurate. Almost meets the student's needs. 	<u>Knowledgeable</u> <ul style="list-style-type: none"> Information is accurate. Meets the student's needs. 	<u>Extremely Knowledgeable</u> <ul style="list-style-type: none"> Information is complete and accurate. Exceeds the student's needs.
Assessment of Teaching an Asana: Organization	<u>Not Organized</u> <ul style="list-style-type: none"> Critical steps omitted Order of steps confusing 	<u>Poorly Organized</u> <ul style="list-style-type: none"> Some steps omitted Order of steps not accurate 	<u>Organized</u> <ul style="list-style-type: none"> Includes basic steps Has clear start, middle, and end 	<u>Well Organized</u> <ul style="list-style-type: none"> Able to go through all steps of instruction
Assessment of Teaching an Asana: Presentation	<u>Not Poised</u> <ul style="list-style-type: none"> Embarrassed Not clear No demonstration or not helpful 	<u>Somewhat Poised</u> <ul style="list-style-type: none"> Mostly comfortable Mostly clear Demonstration partially helpful 	<u>Poised/Assured</u> <ul style="list-style-type: none"> Comfortable Clear Demonstration helpful 	<u>Extremely Poised</u> <ul style="list-style-type: none"> Joyful Very clear Demonstration very helpful
Assessment of Peer Evaluation and Group Participation: Evaluation of Peers	<u>Weak</u> <ul style="list-style-type: none"> Favoritism Incomplete consideration of criteria 	<u>Fair</u> <ul style="list-style-type: none"> Mostly objective Considers most criteria 	<u>Good</u> <ul style="list-style-type: none"> Fair evaluation Considers almost all criteria 	<u>Excellent</u> <ul style="list-style-type: none"> Completely objective Considers all criteria
Assessment of Peer Evaluation and Group Participation: Group Participation	<u>Weak</u> <ul style="list-style-type: none"> No effort Behavior is harmful to peer teacher 	<u>Fair</u> <ul style="list-style-type: none"> Tries most of the time Behavior does not distract peer teacher 	<u>Good</u> <ul style="list-style-type: none"> Effort to follow student instruction Behavior is helpful to peer teacher 	<u>Excellent</u> <ul style="list-style-type: none"> Strong effort to follow student instruction Behavior shows good judgement at all times

GRADING POLICY: A common grading policy ensures consistency between schools and classrooms across the district.

Suggested Percent of Grade

Movement Skills and Movement Knowledge (Skills and Knowledge Assessments)	25% - 30%
Social Skills: Respect, responsibility, observation of yoga etiquette	25% - 30%
Performance to best of individual ability: sincere effort	25% - 30%
Notebook/Projects/Quizzes	15% - 20%

Standard Grading Scale

- A** 90% - 100%
- B** 80% - 89%
- C** 70% - 79%
- D** 60% - 69%
- F** Below 60%

Submitted by: Joan Jack/Joan Van Blom
School: Cabrillo H.S./Health/PE Office
Date: 2/04
Board Date: 3/04

Hscourse/pe/introductiontoyoga