



Manhattan Center for Science and Math High School

Physical Education Department Curriculum

Yoga

<http://mcsportal.net>

Marking Period 2

Topic and Essential Question (6 Week Unit)

Week 1- What is the history of Yoga? What are the physical benefits of yoga? What are the neuromuscular benefits of yoga?

Week 2- How do we properly perform the Child's pose? How do we properly perform the Marichi Pose? How do we properly perform the Upward Table Pose? How do we properly perform the Bow pose? How do we properly perform the Boat pose?

Week 3- How do we properly perform the Pigeon pose? How do we properly perform the Locust pose? How do we properly perform the Eagle pose? How do we properly perform the Fish pose? How do we properly perform the One legged Tiger?

Week 4- How do we properly perform the Mountain Pose? How do we properly perform the Tree Pose? How do we properly perform the Triangle Pose? How do we properly perform the Warrior 1 pose? How do we properly perform the Warrior 2 pose?

Week 5- How do we properly perform the Warrior 3 pose? How do we properly perform Lord of the Dance pose? How do we properly perform the Inverted Triangle? How do we properly perform the Chair pose? How do we properly perform the Downward dog pose?

Week 6- How can we incorporate yoga into our fitness programs? How do we create our own individual sequence of poses using poses we have learned in class.

Unit/Topics

Week 1- History of Yoga, Physical and Mental Benefits of yoga,
Week 2- Seated Poses- Child's, Marichi , Upward Table, Bow, Boat
Week 3- Seated Poses- Pigeon, Locust, Eagle, Fish, One Legged Tiger
Week 4- Standing Poses- Mountain, Tree, Triangle, Warrior 1, 2
Week 5- Standing Poses- Warrior 3, Lord of the Dance, Inverted Triangle, Chair, Downward Dog
Week 6- Creating individual sequences

SWBAT/Objectives

Student Learning Outcomes/ Student Objectives:

Psychomotor Domain:

As a result of participating in the Yoga unit, students will use the learned skills (Breathe, Respect the bodies limits, Relax, Observe and be Patient) perform the poses with their peers. Students will learn the proper way to perform each skill and learn how to combine their skills to individually succeed at performing a pose.

Cognitive Domain:

As a result of participating in the Yoga unit, students will be able to use the knowledge used in the class to implement it to other sports (Track, soccer, basketball, football) and use the skills as a other areas of their own lives (Stress Reliever).

Affective:

As a result of participating in the Yoga unit, students will learn through peer demonstrations, visual aids, class discussions and individual practices. Students will be able to work with peers to improve the skills learn and apply the knowledge learned to apply in to their personal lives.

Vocabulary/Key

Terms

Breathe, Respect bodies abilities, Relax, Observe, Concentrate, Namaste.

Assessments: Visual Assessment, Skill Rubrics, Physical Skill Assessment, Written Assessment

Common Core Standards:

NYC Content Standards/ Benchmarks:

Personal Health & Safety:

This unit incorporates the key idea of motor performance. The students will be able to demonstrate different physical and mental skills that will be incorporate to the poses they will perform.

A Safe and Healthy Environment:

This unit will incorporate the key ideas of personal behaviors/ respect during the physical activity. Modifications will always be implemented and students will start with the modifications until they feel comfortable to apply the different skills. The students will follow the rules, instructions and procedures to perform the different poses. Students will also learn different terminology throughout the unit.

Resource Management:

This unit will teach students the necessary skills the students will need to perform a pose and learn how to arrange their own personal sequence. From the knowledge learned students will be able to do different yoga poses learned on their free time outside of the classroom setting.

Differentiated Instruction:

- Flexible grouping
- Cooperative Learning
- Visual Learning through peer demonstration
- Motivation through visual and interactive question

ELLs:

1. Grouping Students who are ELL with students who speak the same language
2. Visual demonstrations of the yoga poses and strategies.

SWDs:

1. Review of the skills and concepts learned in the previous lesson
2. Grouping with students who are excelling at the yoga poses to aid students who are having difficulties.

High-Achievers:

1. Have students who are high achievers in the yoga poses work with those who are learning the skills.
2. Ask students to take on leadership roles when working in groups.

Resources/Books

- Rubrics
- Handouts
- Reading materials sent through Pupil Path

Homework: Per Teacher