

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Yoga					Course Code		PS527				
Transcript Title:		Yoga			Grade Range:		9-12		Board Adoption Date:		July 2013		
Content Area:		Physical Education			CTE Pathway:				Grade Weighting Scale:				
Credits per Semester:		5		Graduation Subject Areas:			1. Physical Education		2. Electives		3.		
UC/CSU "A-G" Area Approvals:			No							Sequenced Course?		No	
Prerequisites (list all):		None											
Semesters in Sequence:				Next Course in sequence (ID and Title):									

COURSE DESCRIPTION *(catalog summary):*

Students enrolled in this course study yoga for their physical education requirement. The course will teach students the history of yoga, breathing in yoga, proper alignment, anatomy, the basic postures of a Vinyasa flow/ Fusion Flow, and it will teach them how to develop their own practice to be used outside of the classroom. Students will learn each posture, its proper alignment, and what benefits it provides for the body. Once students have learned each posture correctly they will begin to practice a set sequence daily in class which will develop their core strength, muscular strength, and flexibility. Each week we will add a new "peak posture" that will further the students practice into the asanas and help develop their balance and strength. Additionally, students will be taught how to develop their own sequence which can be practiced at home or anywhere as a life time fitness tool. Students will have weekly vocabulary tests to test them on the postures, their meanings, and their health benefits. Students will be physical the entire period to help build their stamina and strength. Semester 1 includes Units 1-8 and Semester 2 repeats units 2-8 and introduces units 9 and 10.

GOALS *(expected performance outcomes for students):*

The purpose of the course is to teach students the postures of yoga which help students gain flexibility, strength, and muscle tone. They will acquire the basic skills of a yoga practice and develop understanding of yoga etiquette and terminology. Students will also gain better breathing, pain prevention, mental calmness, and stress reduction. Ultimately, students will gain enough knowledge and practice of the asanas (postures) to create their own yoga sequence so that they can practice at home and for future lifetime fitness. They will also gain a better understanding of the body through anatomy and physiology lectures and learn the history of yoga.

CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

Physical Education Model Content Standards for California Public Schools

Individual Activities: Yoga (9-12)

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies essential to perform a variety of physical activities. (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.12)

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. (2.1, 2.2, 2.3, 2.4, 2.5, 2.7)

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

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(3.1, 3.2, 3.3, 3.4, 3.5)

EVALUATION *(how the effectiveness of the course will be monitored and assessed):*

Students will take movement exams demonstrating knowledge of the postures and sequences. There will also be written tests for the Sanskrit and English posture definition, muscles, and benefits of each posture. Some tests will include paragraphs or short essays on the proper alignment of postures, sequencing of a class for injury prevention, and long term benefits on the body. Participation in class will be a large part of the grade since this class is participation based. A portfolio will also be kept as part of their final grade that will have pictures of each posture/benefit/ muscle groups/ also journaling and notes will be kept in this portfolio. Finally, students will create their own yoga sequence which they will also teach to the class as their final project.

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Unit 1	4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Course Introduction	Yamas, niyamas, asanas, pranayama, prtyahara, dharana, dhyana, Samadhi, ujjayi pranayama, bandhas, mulabandha, uddiyana bandha, jalandhara bandha, ayurveda, alignment, bones, ligaments, fascia, tendons, concentric, esscentric, isometric, agonist, antagonist, synergist, proprioception	Physical Education Model Content Standards for California Public Schools Individual Activities: Yoga (9-12) Standard 1: (1.3, 1.5) Standard 2: (2.9, 2.11)	1. Lecture, notes, group work on the history of yoga, the 8 limb yogic path, ujjayi pranayama (breathing for yoga), bandhas, ayurveda, and anatomy 2. Posture handouts, anatomy color sheets showing the muscles of each, and group work identifying muscles, joints, and bones on classmates 3. Discussion on the benefits of yoga, lifetime fitness, and injury prevention 4. Beginning putting portfolio together with pictures of all postures to be used over the course of the	<i>Handouts from Corepower yoga teacher training book</i> <i>And</i> <i>The Anatomy coloring book</i> <i>Required Text:</i> <i>Hatha Yoga</i> <i>By</i> <i>Martin Kirk, Daniel Dituro, Brooke Boon</i>
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups before whole class practices postures together; large screen projection for pictures of postures; note taking guides; handouts Process: teacher assistance; clarification, restatement of concepts; small and large group discussion Product: extra time to learn postures, shortening of length of essays in written assignments		
	Extension – for high achieving students.	Encouragement to lead small and large group discussions and assist other students		
Evaluation	Formative Assessments (ongoing & mid-lesson): Student assessment includes daily participation in asanas (postures), quality of class discussion of the aforementioned topics, as well as note taking, and proper journal documentation.			

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	<i>Summative Assessments</i> <i>(unit final evaluation):</i> A written test with multiple choice, fill in the blank, and essay of the aforementioned topics.
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Unit 2	(Weeks 5-20)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Sun A (Suryanamaskar A)	• Child Pose (Balasana) • Rag Doll (Uttanasana) • Standing at attention (Samasthiti) • Mountain pose (Tadasana) • Standing Forward (Uttanasana) • Halfway Lift (Ardha Uttanasana) • High Plank to Low Plank (/Chaturanga Dandasana) • Upward Facing Dog (Urdhva Mukha Svanasana) • Downward Facing Dog (Adho Mukha Svanasana)	Physical Education Model Content Standards for California Public Schools Individual Activities: Yoga (9-12) Standard 1: (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.12) Standard 2: (2.1, 2.2, 2.3, 2.4, 2.5, 2.7) Standard 3: (3.1, 3.2, 3.3, 3.4, 3.5)	1. Lecture and Journal about each posture 2. Demonstration of posture by teacher (visual aides/ video also used to show experts) 3. Guided Practice and Group Discussion 4. Peer Coaching 5. Reciprocal Teaching 6. Notebooks	<i>Handouts from Corepower yoga teacher training book</i> <i>And</i> <i>The Anatomy coloring book</i> <i>Required Text:</i> <i>Hatha Yoga</i> <i>By</i> <i>Martin Kirk, Daniel Dituro, Brooke Boon</i>
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups before whole class practices postures together; large screen projection for pictures of postures; note taking guides; handouts Process: teacher assistance; clarification, restatement of concepts; small and large group discussion Product: extra time to learn postures, shortening of length of essays in written assignments		
	Extension – for high achieving students.	Encouragement to lead small and large group discussions and assist other students		
Evaluation	Formative Assessments (ongoing & mid-lesson): Student assessment includes daily participation in asanas (postures), quality of class discussion of the aforementioned topics, as well as note taking, and proper journal documentation.			

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	Summative Assessments (<i>unit final evaluation</i>): Written test for vocabulary and concepts aforementioned.
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Unit 3	(Weeks 5-20)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Sun B</i> <i>(Suryanamaskar B)</i>	• Chair Pose (Utkatasana) • Standing Forward Bend (Uttanasana) • Halfway Lift (Ardha Uttanasana) • High Plank to Low Plank (Chaturanga Dadasana) • Upward Facing Dog (Urdhva Mukha Svanasana) • Downward Facing Dog (Adho Mukha Svanasana) • Warrior Two (Virabhadrasana II) • Extended Side Angle (Utthita Parsvakonasana) • Reverse Warrior (Parivrtta Virabhadrasana II) • High to Low Plank (Chatarunga Dandasana)	Physical Education Model Content Standards for California Public Schools Individual Activities: Yoga (9-12) Standard 1: (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.12) Standard 2: (2.1, 2.2, 2.3, 2.4, 2.5, 2.7) Standard 3: (3.1, 3.2, 3.3, 3.4, 3.5)	1. Lecture and Journal about each posture 2. Demonstration of posture by teacher (visual aides/ video also used to show experts) 3. Guided Practice and Group Discussion 4. Peer Coaching 5. Reciprocal Teaching 6. Notebooks	<i>Handouts from Corepower yoga teacher training book</i> <i>And</i> <i>The Anatomy coloring book</i> <i>Required Text:</i> <i>Hatha Yoga</i> <i>By</i> <i>Martin Kirk, Daniel Dituro, Brooke Boon</i>
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups before whole class practices postures together; large screen projection for pictures of postures; note taking guides; handouts Process: teacher assistance; clarification, restatement of concepts; small and large group discussion Product: extra time to learn postures, shortening of length of essays in written assignments		
	Extension – for	Encouragement to lead small and large group discussions and assist other students		

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	high achieving students.	
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Student assessment includes daily participation in asanas (postures), quality of class discussion of the aforementioned topics, as well as note taking, and proper journal documentation.	
	Summative Assessments (<i>unit final evaluation</i>): Written test for vocabulary and concepts aforementioned.	

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Unit 4	(Weeks 5-20)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Core Strengthening Series	• Baddha Konasana Sit Ups • Bicycle Sit-ups • Boat Pose (Navasana) • Fore Arm Plank	Physical Education Model Content Standards for California Public Schools Individual Activities: Yoga (9-12) Standard 1: (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.12) Standard 2: (2.1, 2.2, 2.3, 2.4, 2.5, 2.7) Standard 3: (3.1, 3.2, 3.3, 3.4, 3.5)	1. Lecture and Journal about each posture 2. Demonstration of posture by teacher (visual aides/ video also used to show experts) 3. Guided Practice and Group Discussion 4. Peer Coaching 5. Reciprocal Teaching 6. Notebooks	<i>Handouts from Corepower yoga teacher training book</i> <i>And</i> <i>The Anatomy coloring book</i> <i>Required Text:</i> <i>Hatha Yoga</i> <i>By</i> <i>Martin Kirk, Daniel Dituro, Brooke Boon</i>
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups before whole class practices postures together; large screen projection for pictures of postures; note taking guides; handouts Process: teacher assistance; clarification, restatement of concepts; small and large group discussion Product: extra time to learn postures, shortening of length of essays in written assignments		
	Extension – for high achieving students.	Encouragement to lead small and large group discussions and assist other students; students already familiar with the technology may opt to include more than basic editing techniques and/or software functions		
Evaluation	Formative Assessments (ongoing & mid-lesson): Student assessment includes daily participation in asanas (postures), quality of class discussion of the aforementioned topics, as well as note taking, and proper journal documentation.			
	Summative Assessments (unit final evaluation): Written test for vocabulary and concepts aforementioned			

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Unit 5	(Weeks 5-20)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Crescent Lunge Series/ Balancing Series	• Crescent Lunge (Anjaneyasana) • Revolving Crescent Lunge (Parivrtta Anjaneyasana) • Runner’s Lunge • Side Plank (Vasisthasana) • Prayer Twist (Parivrtta Utkatasana) • Gorilla Pose (Padahastasana) • Crow Pose (Bakasana) • Eagle Pose (Garudasana) • Dancer’s Pose (Natarajasana) • Tree Pose (Vrksasana)	Physical Education Model Content Standards for California Public Schools Individual Activities: Yoga (9-12) Standard 1: (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.12) Standard 2: (2.1, 2.2, 2.3, 2.4, 2.5, 2.7) Standard 3: (3.1, 3.2, 3.3, 3.4, 3.5)	1. Lecture and Journal about each posture 2. Demonstration of posture by teacher (visual aides/ video also used to show experts) 3. Guided Practice and Group Discussion 4. Peer Coaching 5. Reciprocal Teaching 6. Notebooks	<i>Handouts from Corepower yoga teacher training book</i> <i>And</i> <i>The Anatomy coloring book</i> <i>Required Text:</i> <i>Hatha Yoga</i> <i>By</i> <i>Martin Kirk, Daniel Dituro, Brooke Boon</i>
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	Extension – for high achieving students.	Encouragement to lead small and large group discussions and assist other students		
Evaluation	Formative Assessments (ongoing & mid-lesson): Student assessment includes daily participation in asanas (postures), quality of class discussion of the aforementioned topics, as well as note taking, and proper journal documentation.			

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	<i>Summative Assessments</i> <i>(unit final evaluation):</i> Written test for vocabulary and concepts aforementioned
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Unit 6	(Weeks 5-20)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Triangle Series/ Hip Openers	- Warrior One (Virabhadrasana I) - Warrior Two (Virabhadrasana II) - Triangle Pose (Trikonasana) - Standing Straddle Bend (Prasarita Padottanasana) - Half Pigeon (Eka Pada Rajakapotasana)	Physical Education Model Content Standards for California Public Schools Individual Activities: Yoga (9-12) Standard 1: (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.12) Standard 2: (2.1, 2.2, 2.3, 2.4, 2.5, 2.7) Standard 3: (3.1, 3.2, 3.3, 3.4, 3.5)	- Lecture and Journal about each posture - Demonstration of posture by teacher (visual aides/ video also used to show experts) - Guided Practice and Group Discussion - Peer Coaching - Reciprocal Teaching - Notebooks	<i>Handouts from Corepower yoga teacher training book</i> <i>And The Anatomy coloring book</i> <i>Required Text: Hatha Yoga</i> <i>By Martin Kirk, Daniel Dituro, Brooke Boon</i>
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups before whole class practices postures together; large screen projection for pictures of postures; note taking guides; handouts Process: teacher assistance; clarification, restatement of concepts; small and large group discussion Product: extra time to learn postures, shortening of length of essays in written assignments		
	Extension – for high achieving students.	Encouragement to lead small and large group discussions and assist other students		
Evaluation	Formative Assessments (ongoing & mid-lesson): Student assessment includes daily participation in asanas (postures), quality of class discussion of the aforementioned topics, as well as note taking, and proper journal documentation.			
	Summative Assessments (unit final evaluation): Written test for vocabulary and concepts aforementioned.			

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Unit 7	(Weeks 5-20)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
SEMESTER 2 <i>Spine Strengthening Series</i>	• Cobra Pose (Bhujangasana) • Bow Pose (Dhanurasana) • Camel Pose (Ustrasana) • Bridge Pose (Setu Bandhasana) • Reclining Bound Angle Pose (Supta Baddha Konasana)	Physical Education Model Content Standards for California Public Schools Individual Activities: Yoga (9-12) Standard 1: (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.12) Standard 2: (2.1, 2.2, 2.3, 2.4, 2.5, 2.7) Standard 3: (3.1, 3.2, 3.3, 3.4, 3.5)	1. Lecture and Journal about each posture 2. Demonstration of posture by teacher (visual aides/ video also used to show experts) 3. Guided Practice and Group Discussion 4. Peer Coaching 5. Reciprocal Teaching 6. Notebooks	<i>Handouts from Corepower yoga teacher training book</i> <i>And</i> <i>The Anatomy coloring book</i> <i>Required Text:</i> <i>Hatha Yoga</i> <i>By</i> <i>Martin Kirk, Daniel Dituro, Brooke Boon</i>
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups before whole class practices postures together; large screen projection for pictures of postures; note taking guides; handouts Process: teacher assistance; clarification, restatement of concepts; small and large group discussion Product: extra time to learn postures, shortening of length of essays in written assignments		
	Extension – for high achieving students.	Encouragement to lead small and large group discussions and assist other students		
Evaluation	Formative Assessments (ongoing & mid-lesson): Student assessment includes daily participation in asanas (postures), quality of class discussion of the aforementioned topics, as well as note taking, proper journal documentation.			
	Summative Assessments (unit final evaluation): Written test for vocabulary and concepts aforementioned.			

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Unit 8	(Weeks 5-20)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Forward Bends/ Surrender Series	- Seated Forward Bend (Paschimottana sana) - Happy Baby Pose (Ananda Balasana) - Supine Twist (Jathara Parivartanasana) - Corpse Pose (Savasana)	Physical Education Model Content Standards for California Public Schools Individual Activities: Yoga (9-12) Standard 1: (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.12) Standard 2: (2.1, 2.2, 2.3, 2.4, 2.5, 2.7) Standard 3: (3.1, 3.2, 3.3, 3.4, 3.5)	- Lecture and Journal about each posture - Demonstration of posture by teacher (visual aides/ video also used to show experts) - Guided Practice and Group Discussion - Peer Coaching - Reciprocal Teaching - Notebooks	<i>Handouts from Corepower yoga teacher training book</i> <i>And The Anatomy coloring book</i> <i>Required Text: Hatha Yoga By Martin Kirk, Daniel Dituro, Brooke Boon</i>
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups before whole class practices postures together; large screen projection for pictures of postures; note taking guides; handouts Process: teacher assistance; clarification, restatement of concepts; small and large group discussion Product: extra time to learn postures, shortening of length of essays in written assignments		
	Extension – for high achieving students.	Encouragement to lead small and large group discussions and assist other students		
Evaluation	Formative Assessments (ongoing & mid-lesson): Student assessment includes daily participation in asanas (postures), quality of class discussion of the aforementioned topics, as well as note taking, proper journal documentation.			
	Summative Assessments (unit final evaluation): Written test for vocabulary and concepts aforementioned			

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Unit 9	(Quarter 3 – 10 weeks Duration)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Fusion Class</i>	• Backbend (Anuvittasana) • Half Moon with hands and feet (Ardha-Chandrasana with Padahastanasana) • Eagle Armed Airplane (Dakasana) • Balancing Stick (Tuladandasana) • Standing Forehead to Knee (Dandayamana-Janushirasana) • Standing Bow (Dandayamana-Dhanurasana) • Horse (Utkata Konasana) • Standing Separate Leg Stretching (Dandayamana-Bibhaktapada Paschimottanasana) • Standing Separate Leg Forehead to knee (Dandayamana-Bibhaktapada Janushirasana) • Standing Splits (Dandayamana Hanumanasana) • Locust (Salabhasana) • Full Locust (Poorna – Salabhasana) • Fixed Firm (Supta Vajrasana) • Half-Tortoise (Ardha-Kurmasana)	Physical Education Model Content Standards for California Public Schools Individual Activities: Yoga (9-12) Standard 1: (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.12) Standard 2: (2.1, 2.2, 2.3, 2.4, 2.5, 2.7) Standard 3: (3.1, 3.2, 3.3, 3.4, 3.5)	1. Lecture and Journal about each posture 2. Demonstration of posture by teacher (visual aides/ video also used to show experts) 3. Guided Practice and Group Discussion 4. Peer Coaching 5. Reciprocal Teaching 6. Notebooks	<i>Handouts from Corepower yoga teacher training book</i> <i>And</i> <i>The Anatomy coloring book</i> <i>Required Text:</i> <i>Hatha Yoga</i> <i>By</i> <i>Martin Kirk,</i> <i>Daniel Dituro,</i> <i>Brooke Boon</i>

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	• Rabbit (Sasangasana) • Plow • Shoulder Stand • Deaf Man’s Pose • Dead Bug • Fish			
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups before whole class practices postures together; large screen projection for pictures of postures; note taking guides; handouts Process: teacher assistance; clarification, restatement of concepts; small and large group discussion Product: extra time to learn postures, shortening of length of essays in written assignments		
	Extension – for high achieving students.	Encouragement to lead small and large group discussions and assist other students		
Evaluation	Formative Assessments (ongoing & mid-lesson): Student assessment includes daily participation in asanas (postures), quality of class discussion of the aforementioned topics, as well as note taking, proper journal documentation.			
	Summative Assessments (unit final evaluation): Written test for vocabulary and concepts aforementioned			

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Unit 10	Quarter 4 (10 weeks Duration/ alternating Vinyasa/ Fusion/ Individual Practice)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Developing Your Own Practice	- Alignment - Breath (Ujjayi Pranayama) - Sequencing - Proper Flow (Integration Series, Sun A, Sun B, Core, Crescent Series, Balancing Series, Triangle Series, Hip Openers, Spring Strengthening Series, Forward Bends, and Surrender Series)	Physical Education Model Content Standards for California Public Schools Individual Activities: Yoga (9-12) Standard 1: (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.12) Standard 2: (2.1, 2.2, 2.3, 2.4, 2.5, 2.7) Standard 3: (3.1, 3.2, 3.3, 3.4, 3.5)	- Lecture on good sequencing - Lecture on incorporating breath into practice and its benefits. - Journaling on ideas/ Brainstorm - Partner Work (students work together on ideas of how to put a sequence together) - Writing of Sequence - Practice Teaching in Small Groups - Final presentation of teaching as final in class.	<i>Handouts from Corepower yoga teacher training book</i> <i>And The Anatomy coloring book</i> <i>Required Text: Hatha Yoga</i> <i>By Martin Kirk, Daniel Dituro, Brooke Boon</i>
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups before whole class practices postures together; large screen projection for pictures of postures; note taking guides; handouts Process: teacher assistance; clarification, restatement of concepts; small and large group discussion Product: extra time to learn postures, shortening of length of essays in written assignments		
	Extension – for high achieving students.	Encouragement to lead small and large group discussions and assist other students		
Evaluation	Formative Assessments (ongoing & mid-lesson): Student assessment includes daily participation in asanas (postures), quality of class discussion of the aforementioned topics, as well as note taking, proper journal documentation.			
	Summative Assessments (unit final evaluation): Presentations of individual yoga practices and practice teaching exams.			

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ADDITIONAL INFORMATION:

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)

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%