



Yoga Year at a Glance (YAG)



| First Semester | | Second Semester | |
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| 1 st Nine Weeks – | | 3 rd Nine Weeks – | |
| <p>TEKS</p> <p>116.62</p> | <p>(1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).</p> <p>(A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).</p> <p>(B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).</p> | <p>TEKS</p> <p>116.63. C 2 (A-B) 3(B,C,F) Knowledge and skills.</p> | <p>(2) Performance strategies. The physically literate student applies movement concepts and principles to the learning, development, and execution of motor skills applicable to the selected lifetime recreational and outdoor pursuits. The student is expected to:</p> <p>(A) modify movement during performance using appropriate internal and external feedback; and (B) identify critical elements for a successful performance during a specific activity.</p> <p>(3) Health, physical activity, and fitness. The physically literate student exhibits a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:</p> <p>(B) describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance; (C) establish realistic and challenging health-related fitness goals; (F) design and participate in a personal health-related fitness program that has the potential to meet identified activity goals</p> |



Yoga

Year at a Glance (YAG)



| 2 nd Nine Weeks – | 4 th Nine Weeks – |
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| <p>TEKS</p> <p>116.64. C - 5(A) Knowledge and skills.</p> | <p>(5) Lifetime wellness. The physically literate student applies wellness principles to participation in selected skill-based lifetime activities. The student is expected to (A) select and participate in at least one skill-based lifetime activity that provides for enjoyment and challenge from each category, including target, striking and fielding, fitness, rhythmic, and innovative games and activities with international significance;</p> |
| | <p>TEKS</p> <p>116.64. (B4)</p> <p>(4) Access to course-appropriate physical education equipment is essential to quality instruction. Course-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Equipment should include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ability levels.</p> <p>(3) Health, physical activity, and fitness. The physically literate student applies knowledge of health and fitness principles to participation in skill-based lifetime activities. The student is expected to: (A) establish realistic and challenging health-related fitness goals for selected skill-based lifetime activities; (B) apply appropriate safety procedures to prevent or reduce injuries in skill-based lifetime activities; and (C) analyze health and fitness benefits derived from participating in skill-based lifetime activities.</p> |
| | <p>116.64. C 3 (A-C) Knowledge and skills.</p> |