

Course: *Mind and Body Wellness*
Unit #2: *Meditation and Relaxation Techniques*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

- **Career Readiness, Life Literacies, and Key Skills NJSL**

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- **Interdisciplinary Content Standards**
 - 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
 - 1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.
 - 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall

have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher’s Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: *Students will be able to independently use meditation and relaxation techniques through lifelong fitness and wellness skills.*

As aligned with LRHSD Long Term Learning Goal(s): *Live healthy lifestyles through physical activity and self-assess their personal decisions to improve wellness.*

Enduring Understandings

Students will understand that . . .

EU 1

Essential Questions

EU 1

<ul style="list-style-type: none"> • a combination of flexibility and proper physical activity are needed for optimal physical and mental health. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • physical activity is a life-long journey guiding one through a cultivation of curiosity and exploration that leads them to the possibility of greater self-awareness and openness to change. 	<ul style="list-style-type: none"> ● How does being physically active affect a person's emotional well-being? ● How will proper physical activity impact one's optimal health? ● How does knowing the benefits of relaxation and meditation contribute to optimal physical and mental health? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How can yoga and physical activity support one's spiritual growth? • How can a relaxation practice foster self-awareness and enhance one's ability to be in community? • How does being self aware benefit a person throughout their life?
<p><u><i>Knowledge</i></u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● physical activities to perform in order to achieve optimal health. (2.2.12.PF.1) ● examples of relaxation techniques to enhance one's physical and mental health. (2.1.12.EH.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● the basic principles of meditation. (2.2.12.MSC.3) ● how to display self-awareness through relaxation and meditation, and cardiovascular endurance. (2.2.12.MSC.3) 	<p><u><i>Skills</i></u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● demonstrate proper strength, balance, and flexibility within their body movements. (2.2.12.PF.1) ● perform specific relaxation techniques through lifetime activities to enhance their fitness level. (2.1.12.EH.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● engage their body and mind to create their own meditation practice. (2.2.12.MSC.3) ● practice self-awareness through physical and mental exercises. (2.2.12.MSC.3)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

Suggested Learning Activities-Including but not limited to:

- Deep breathing exercises
- Relaxation exercises
- Guided Imagery and Visualization
- Progressive Relaxation Meditation
- Mindfulness Meditation
- Yoga Meditation
- Walking
- Walking Meditation
- Tai Chi

- *Teacher will introduce terminology specific to each activity/concept to the students. (A, EU 1)*
- *Identify the proper execution and attempt to execute skills that will enhance: flexibility, muscular strength, power and endurance, cardiovascular endurance (A, EU 1, EU2)*
- *Identify and/or demonstrate proper warm up and safe exercise techniques. (A, M, EU 1)*
- *Perform relaxation and meditation exercises with proper form taught by teacher (M, EU 1, EU 2)*
- *Apply the principle of specificity to activities, which will lead to the ability to match an activity with a specific fitness component. (M, T, EU 1, EU 2)*
- *Create sequences achieve optimal health through relaxation and meditation practice (M, T, EU 1, EU 2)*

- *Students work independently to develop their own skills and techniques in order to play a specific activity proper (T, EU2)*

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Yoga	30
2	Meditation & Relaxation	30
3	Flexibility & Muscular Strength	30

Pacing guide for each unit can vary from class to class depending on teacher and class experience level. Units are also able to be taught simultaneously when appropriate.

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.