



Springfield Public Schools
Springfield, New Jersey 07081

Dance Fitness: Yoga

Curriculum Guide

2025

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved February 24, 2025*

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution:20

Introduced By: Mrs. Turnbull

Seconded By: Mrs. Murphy

Adopted: February 24, 2025

Curriculum Revisions

To approve the following curriculum revisions.

- a. Elementary School Level
 - i. Grade 3 Art
 - ii. Vocal/General Music Grade 5
 - iii. Instrumental Grade 5
- b. Middle School Level
 - i. Grade 6 Theater 101
 - ii. Introduction to Dance
 - iii. Music 8 21st Century Musician
 - iv. Art Grade 6
 - v. Grade 6 3d Art
- c. High School
 - i. Accounting I
 - ii. Accounting II
 - iii. Dance Fitness
 - iv. Intro to Technical Theater
 - v. Intro to Lighting and Sound
 - vi. Music Production Lab I
 - vii. Music Production Lab II
 - viii. Foundations in Studio Art

Michelle Calas, School Business Administrator/Board Secretary

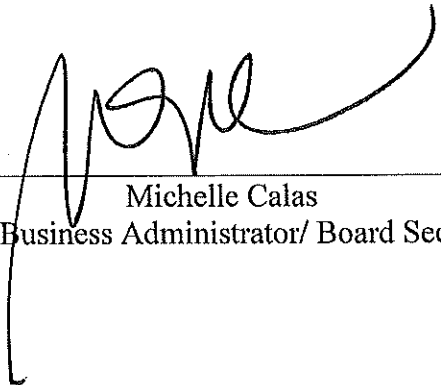
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(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on February 24, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 25th day of February 2025.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Dr. Norman Francis ~ Principal of Jonathan Dayton High School

Ashley Bauers~ Coordinator of Visual, Performing, & Practical Arts

Megan Theobald ~Teacher



Unit Overview Template

Content Area:	Dance	Grade Level:	10-12	Unit Title:	Eight Limbs of Yoga
Unit Summary: In the yoga unit students will create skill charts and goals for the beginner yoga poses that they will practice during classes. First time yoga classes have basic poses that they will expand on once students have performed the basic poses. Students will learn about the eight limbs of Yoga and the role they play in the holistic practice of yoga. By understanding what yoga is and the basic movement series that are considered yoga students will gain an awareness of its purpose.					
Primary Interdisciplinary Connections: Health, Technology 21st Century Themes [x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] ICT Literacy [x] Information Literacy [x] Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit is designed to introduce students, safely, to the basic postures (asanas), breathing techniques (pranayama), and relaxation methods of yoga. It will also introduce students to the historical roots of yoga.				
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.1.12; 2.1.12.EH.4; SEL.PK-12.1-3
Content Statements:	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products Core Idea: Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness
CPI#:	Cumulative Progress Indicator (CPI):
1.1.12acc.Pr5a	Research healthful strategies essential for dancers and modify personal practice based on findings.
1.1.12acc.Pr5b	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
1.1.12acc.Pr5d	Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.
2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK 12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK 12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.



9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit Essential Questions:

- How is the body used as an instrument for technical and artistic expression?
- What are the eight limbs of Yoga?
- How can yoga help us in our everyday lives?
- What is yoga and how is it used?
- Why is there a warm-up and a cool down?
- How can we improve during each yoga class?

Unit Enduring Understandings:

- The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions.
- Explain the personal benefits of making positive steps towards personal wellness.
- There are eight limbs of yoga.
- Yoga terminology and poses.
- Proper execution of a variety of yoga poses.
- How to choose yoga poses to target a specific goal.
- That every workout should include a warm up and cooldown.

Unit Learning Targets:

Students will....

- Describe the structure of a yoga class.
- Properly execute a variety of yoga poses.
- Perform basic poses in a specific sequence.
- Identify the goal of a specific pose.
- Identify and describe the eight limbs of yoga.



Evidence of Learning

Summative Assessment: After twelve days, students will complete performance assessments and a written response assignment.

Equipment Needed: Speaker, Mats, Chart Paper

Teacher Resources: The American Yoga Association Beginner's Manual pp. 51-198. Yoga Class pp. 11-59. Simply Yoga pp. 9-61. Simply Yoga Mind, Body, Spirit pp. 9-61.

Formative Assessments:

- Rubric
- Quiz
- Observation
- Group work
- Performance

Lesson Plans

Lesson	Time Frame
Lesson 1 Breathe and Class Structure	168 minutes /4 days
Lesson 2 1-4 Limbs of Yoga	168 minutes /4 days
Lesson 3 5-8 Limbs of Yoga	168 minutes /4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.yogajournal.com/practice/the-eight-limbs>

<https://www.gaia.com/article/the-8-limbs-of-yoga-explained>

<https://www.yogabasics.com/learn/yoga-101-an-introduction/>

<https://www.healthline.com/nutrition/13-benefits-of-yoga>



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Breathe and Class Structure Time Frame: 168 minutes /4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Students will view and respond to videos online.

Equipment Needed: Mats, Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate activities for warming up and cooling down. • Identify and describe the eight limbs of Yoga. • Identify and perform basic stretches and poses. • Understand the benefits of Yoga. • Learn the importance of breath in Yoga and how it is used to support movement.	Lesson Sequence 1. Introduce the structure of a Yoga class and the benefits for taking Yoga classes. 2. Participate in a basic yoga flow series, while reviewing each pose. 3. Explain the purpose of warming up and cooling down. 4. Perform basic warm up and cool down sequences.	• Performance • Observation • Discussion
Differentiation: • Tiered products will allow students to achieve a product on their level.		
Resources Provided: • https://www.doyouyoga.com/why-is-breath-so-important-in-yoga/ • https://www.gaiam.com/blogs/discover/yoga-breathing-it-s-not-just-for-yoga • https://www.yogabasics.com/yoga-posture-sequences/warm-up-sequences/		



Lesson Plan 2 Template

Content Area: Dance Lesson Title: 1-4 Limbs of Yoga Time Frame: 168 minutes / 4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: The internet may be used to provide visual examples of breathing exercises.

Equipment Needed: Mats, Speaker, Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identifying the goal of a specific pose. - Identify and describe the eight limbs of Yoga. - Identify and perform basic stretches and poses. - Understand the benefits of Yoga. - Apply the importance of breath in Yoga and how it is used to support movement.	Lesson Sequence - Review how to properly warm up and cool down. - Introduce the 8 limbs of Yoga and their importance. - Introduce and discuss Limbs 1-4. - Complete a basic Yoga sequence that is based on the limbs of Yoga. - Learn yoga basic poses. - Journal about the information learned.	- Observation - Performance - Question and Answer
Differentiation: Goal setting with students based on level.		
Resources Provided: https://www.ekhartiyoga.com/articles/philosophy/the-8-limbs-of-yoga-explained https://srisrischoolofyoga.org/na/blog/8-limbs-of-yoga-ashtanga-yoga/		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: 5-8 Limbs of Yoga Time Frame: 168 minutes / 4 days

Lesson Components

21st Century Themes

[x] Global Awareness □ Financial, Economic, Business and Entrepreneurial Literacy
 [x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
 [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy □ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Videos will be presented to provide examples of the material.

Equipment Needed: Mats, Speaker, Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will continue to: - Explain the goal of a specific pose. - Identify and describe the eight limbs of Yoga. - Identify and perform basic stretches and poses. - Understand the benefits of Yoga. - Apply the importance of breath in Yoga and how it is used to support movement.	Lesson Sequence - Discuss the first four limbs of Yoga. - Participate in a yoga class with a structure based on the limbs of yoga. - Identify what poses represent which limbs. - Review the limbs 5-8. - In groups create a warm up using basic stretches and poses.	- Perform - Discuss - Writing Assignments
Differentiation: - Use of collaboration for various activities. - Varied product and leveled rubrics to match student goals.		
Resources Provided: https://srisrischoolofyoga.org/na/blog/8-limbs-of-yoga-ashtanga-yoga/		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 10-12	Unit Title: Eight Limbs of Yoga
Created: Megan Theobald	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Dance	Grade Level:	10-12	Unit Title:	Anatomy of Yoga
Unit Summary: In this unit, students will learn about how yoga sequences affect the body. Through physical practice and class discussions, students will apply flow and control techniques to maximize their movement range. Students will also learn the role that Anatomy plays by focusing on the muscles and bones that are engaged in specific poses. Through the study of Anatomy students will identify the benefit of specific poses and sequences.					
Primary Interdisciplinary Connections: Technology, Health 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: In order to fully physicalize a yoga pose, one must understand the anatomical principles that need to be applied to achieve the pose. Once a pose is mastered, it is important to find length to control the movement in a sequence.					
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:		1.1.12; 2.1.12.EH.4; SEL.PK-12.1; SEL.PK-12.5
Content Statements:		Anchor Standard 2: Organizing and developing ideas Anchor Standard 3: Refining and completing products Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. SEL.PK-12.1: Self-Awareness SEL.PK-12.5: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):	
1.1.12acc.Cr2a	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.	
1.1.12acc.Cr3a	Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.	
1.1.12acc.Pr5b	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.	
2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).	
SEL.PK-12.1.1	Recognize one's feelings and thoughts	
SEL.PK-12.5.1	Establish and maintain healthy relationships	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.	



9.4.12.TL.1

Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit Essential Questions:

- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
- How can someone doing yoga have control over their body while participating in each pose?
- What muscles and bones are engaging to create specific poses?
- What does it mean to flow in between poses?
- Why is breath important while performing a series of poses?
- What is the benefit to performance a series of poses?

Unit Enduring Understandings:

- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
- The breath is linked to movement as you flow from one posture to the next.
- There are multiple muscles and bones that are being used in order to create each pose.
- In order to master specific poses, one must have control over each part of their body.
- Focus and patience is required in order to master specific poses.
- Mastering and performing specific poses will allow the body to feel the benefits and increase range of motion and flexibility.

Unit Learning Targets:

Students will....

- Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
- Identify components of basic yoga anatomy (bones and muscles).
- Explain how breathing exercises benefit the practice of yoga.
- Identify poses that flow together in sequences.
- Perform basic yoga poses, targeting muscle groups with control and flow.
- Identify the benefits of performing specific poses.



Evidence of Learning

Summative Assessment: After ten days, students will complete a performance assessment, written assignments, and a test on the material.

Equipment Needed: Laptop, Projector

Teacher Resources: <https://beyogi.com/the-ultimate-guide-for-creating-yoga-sequences/>

Formative Assessments:

- Observations
- Performance
- Test
- Quizzes
- Discussions
- Journal Assignments
- Presentations

Lesson Plans

Lesson	Time Frame
Lesson 1 Anatomy (Bones)	126 minutes/3 days
Lesson 2 Anatomy (Muscles)	126 minutes/3 days
Lesson 3 Flow and Purpose	168 minutes/4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://www.youtube.com/watch?v=Ez9jNOGn_i4

<https://www.dancelife.com.au/anatomy-for-dancers/>



Lesson Plan 1 Template		
Content Area: Dance	Lesson Title: Anatomy (Bones)	Time Frame: 126 minutes/3 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Technology, Health		
Integration of Technology: Videos may be shown, as examples of the Anatomy contents.		
Equipment Needed: Laptop, Projector, Maps		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. - Identify components of basic yoga anatomy. - Apply breathing practices to yoga movements. - Identify bones in the body and how they are connected to specific yoga poses.	Lesson Sequence - Introduce the basic principles in Anatomy. - Identify bones in the body. - Perform/practice yoga sequences that incorporate anatomical principles. - Discuss the importance of breathing techniques and how they enhance yoga practice. - Create a visual representation of the skeletal system.	- Performance - Group Work - Rubric - Discussion
Differentiation: - Goal setting with students based on level. - Think-Pair-Share to share ideas.		
Resources Provided: https://classroom.kidshealth.org/classroom/6to8/body/parts/bones.pdf		



Lesson Plan 2 Template			
Content Area:	Dance	Lesson Title:	Anatomy (Muscles)
		Time Frame:	168 minutes/4 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Technology, Health			
Integration of Technology: Students will view and respond to videos online.			
Equipment Needed: Mats, Speaker, Laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. - Identify components of basic yoga anatomy. - Identify muscles in the body and how they are connected to specific yoga poses.	Lesson Sequence - Anatomy game for the skeletal system. - Practice and discuss yoga poses that incorporate anatomical principles. - Identify muscle groups and how they are used in specific poses. - Create a visual representation of muscle groups.	- Quiz - Observation - Performance - Rubric
Differentiation: - Varied product and leveled rubrics to match student goals. - Students can have the option for flexible grouping.		
Resources Provided: - Yoga Mind, Body & Spirit: A Return to Wholeness, by Donna Farhi https://www.yogajournal.com/poses/anatomy/		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Flow and Purpose Time Frame: 126 minutes/3 days

Lesson Components

21st Century Themes

[x] Global Awareness □ Financial, Economic, Business and Entrepreneurial Literacy
 [x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
 [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy □ ICT Literacy

Interdisciplinary Connections: Technology, Health

Integration of Technology: Videos may be shown, as examples of the background content.

Equipment Needed: Laptop, Projector, Mats

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain how breathing exercises benefit the practice of yoga. • Identify poses that flow together. • Perform yoga poses in series, with flow and control. • Describe the purpose for each pose. • Create a sequence with a specific purpose.	Lesson Sequence 1. Discuss the importance of specific poses in series in yoga. 2. Introduce the concept of flow and control. 3. Implement the concept of flow and control into performance of poses. 4. In groups create a sequence of yoga poses that use flow and have a purpose. 5. Present sequence to the class.	• Perform • Discuss • Writing Assignments • Group Project • Presentations
Differentiation: • Use of collaboration for various activities. • Varied product and leveled rubrics to match student goals.		
Resources Provided: • https://www.yogabasics.com/yoga-posture-sequences/warm-up-sequences/ • https://yogalondon.net/monkey/skilled-sequencing-how-to-build-your-warm-ups/ • https://www.yogajournal.com/poses/anatomy/ • https://www.yogajournal.com/teach/yoga-teacher-training-teach/what-you-didnt-learn-in-ytt-how-to-sequence-with-purpose-power/		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 10-12	Unit Title: Anatomy of Yoga
Created: Megan Theobald	Board Approved on:	Type Here



Unit Overview Template		
Content Area:	Dance	Grade Level: 10-12 Unit Title: Balance
Unit Summary: In this unit, students will learn about balancing poses, visualization, and meditation. All of these aspects require concentration, intention, and the ability to hold on and let go. These aspects of Yoga, improves posture and maintains the body's ability to function over time by increasing body awareness, improving dynamic joint stabilization, and reducing the risk of injury. Additionally, balancing exercise for the body also improves the mind's ability to concentrate, remember, and let go.		
Primary Interdisciplinary Connections: Technology 21st Century Themes [x] Creativity and Innovation [x] Critical Thinking and Problem Solving □ ICT Literacy [x] Information Literacy [x] Life and Career Skills [x] Communication and Collaboration □ Media Literacy		
Unit Rationale: Visualization and meditation are tools that can be used to help people find balance in their physical practice and their everyday lives.		
Career Readiness:	9.2, 9.4	

Learning Targets	
Standards:	1.1.12; SEL.PK-12.1; SEL.PK-12.3
Content Statements:	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standards 10: Synthesizing and relating knowledge and personal experience to create products. SEL.PK-12.1: Self-Awareness SEL.PK-12.3: Social Awareness
CPI#:	Cumulative Progress Indicator (CPI):
1.1.12acc.Pr5a	Research healthful strategies essential for dancers and modify personal practice based on findings.
1.1.12acc.Pr5d	Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.
1.1.12acc.Pr5e	Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.
1.1.12prof.Cn10b	Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles and varied cultural perspectives.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.



9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
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Unit Essential Questions:

- How is the body used as an instrument for technical and artistic expression?
- How has Yoga changed overtime?
- Where did Yoga originate from?
- How does balancing poses improve movement ability?
- How can using imagery and visuals improve your balance?
- What is meditation and how can it be used to improve relaxation?
- How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Unit Enduring Understandings:

- The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions.
- The history of yoga can be traced back to India over five thousand years ago. Its roots are found in the Vedic period, approximately 5000 BCE, and specifically in the Rig Veda - the oldest written book in the world.
- Balance poses can open the hips, stretch the legs, add strength to your back and increases your range of movement.
- Standing poses facilitate digestion and blood circulation.
- Balance yoga Poses were found to be very helpful in relieving stress and reducing inner tension. Additionally, they improve focus, concentration and memory.
- Standing balance poses help to build strength in lower-body muscles and joints.
- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

Unit Learning Targets:

Students will....

- Perform a series of poses that require balance.
- Identify the purpose for balance poses.
- Discuss the history of yoga and how it has changed overtime.
- Apply visualization and imagery to support their personal practice.
- Describe what meditation is and how it is used to promote relaxation.

Evidence of Learning

Summative Assessment: After twelve days, students will complete quizzes, a group project, and performance assessments.

Equipment Needed: Speaker, Projector

Teacher Resources: [https://static1.squarespace.com/static/5609a5e7e4b09fa7068369bb/t/582a40e42994ca91coe749c1/1479164132463/YiSTrainingManual+\(1\).pdf](https://static1.squarespace.com/static/5609a5e7e4b09fa7068369bb/t/582a40e42994ca91coe749c1/1479164132463/YiSTrainingManual+(1).pdf)



Formative Assessments:

- Rubric
- Observation
- Quiz
- Group Work
- Group Discussions
- Journal Entries
- Test

Lesson Plans

Lesson	Time Frame
Lesson 1 History of Yoga	168 minutes/4 days
Lesson 2 Visualization	168 minutes/4 days
Lesson 3 Meditation	168 minutes/4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.yogajournal.com/teach/an-introduction-to-yoga-therapy>

[https://static1.squarespace.com/static/5609a5e7e4b09fa7068369bb/t/582a40e42994ca91coe749c1/1479164132463/YiSTrainingManual+\(1\).pdf](https://static1.squarespace.com/static/5609a5e7e4b09fa7068369bb/t/582a40e42994ca91coe749c1/1479164132463/YiSTrainingManual+(1).pdf)



Lesson Plan 1 Template

Content Area: Dance Lesson Title: History of Yoga Time Frame: 168 minutes/4 days

Lesson Components

21st Century Themes

[x] Global Awareness □ Financial, Economic, Business and Entrepreneurial Literacy
 [x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
 [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy □ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Laptops, Online Databases

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify key historical facts about yoga. - Perform poses that require balance. - Identify why balanced poses are important. - Describe how the history of yoga connects to the movement.	Lesson Sequence - Introduce historical principles. - Practice a series of poses with elements of balancing. - Complete a full yoga class with a peak pose. - Discuss the purpose of balancing poses. - Discuss how the historical principles are connected to the movement seen in yoga.	- Observation - Performance - Discussion - Written Assignment
Differentiation: - Goal setting with students based on level. - Think-Pair-Share to share ideas.		
Resources Provided: https://static1.squarespace.com/static/5609a5e7e4b09fa7068369bb/t/582a40e42994ca91coe749c1/1479164132463/YiSTrainingManual+(1).pdf https://www.yogabasics.com/learn/history-of-yoga/		



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Visualization Time Frame: 168 minutes/4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Using visuals found on the internet to inspire visualization.

Equipment Needed: Mats, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Perform balance poses. - Discuss the history of yoga and how it has changed overtime. - Apply visualization and imagery to support their personal practice. - Describe what meditation is and how it is used to promote relaxation.	Lesson Sequence - Review the origins of Yoga and the purpose of visualization. - Practice physically achieving balancing poses through self assessment . - In groups create visualizations for a specific flow sequence. - Introduce the idea of meditation and how it is used. - Personal practice/Practice meditating using visualizations.	- Discussions - Written Assignments - Observation
Differentiation: - Students can have the option for flexible grouping. - Goal setting with students based on level.		
Resources Provided: https://www.gaiam.com/blogs/discover/meditation-and-visualization		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Meditation Time Frame: 168 minutes/4 days

Lesson Components

21st Century Themes

[x] Global Awareness □ Financial, Economic, Business and Entrepreneurial Literacy
 [x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
 [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy □ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Videos may be shown, as examples of the content.

Equipment Needed: Laptop, Projector, Mats

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply visualization and imagery to support their personal practice. • Discuss what meditation is and how it is used to promote relaxation. • Research the benefit of meditation on stress. • Practice meditation and identify various ways it can be completed.	Lesson Sequence 1. Introduce the various types of meditation. 2. Discuss personal stressors from the world and everyday life. (ei. climate change, current events, jobs, relationships) 3. Research the benefit of meditation to support stress relief. 4. Personal practice/Practice meditating using visualizations.	• Performance • Observation • Discussion • Rubric
Differentiation: • Students can have the option for flexible grouping. • Goal setting with students based on level.		
Resources Provided: • https://www.gaiam.com/blogs/discover/meditation-and-visualization • https://www.calm.com/blog/visualization-meditation		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 10-12	Unit Title: Balance
Created: Megan Theobald	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Dance	Grade Level:	10-12	Unit Title:	Core / Twist
Unit Summary: Students will learn about the history of Yoga Sutras and understand the principles of core and twist movements. The core is the power center within the body, and core strength impacts every pose. Powerful abdominal muscles help to create more ease and efficiency in your movements and transitions both on and off the mat. This twisting flow sequence will help you get deep into your core to unlock power, strength, and lightness. Twisting poses also rinse the body and vital organs of toxins and excess.					
Primary Interdisciplinary Connections: Health, Technology					
21st Century Themes [x] Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ ICT Literacy [x] Information Literacy [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy					
Unit Rationale: Twists and core rotate the spine and stretch the muscles of the back. This helps to restore and retain the spine's natural range of motion.					
Career Readiness:	9.2, 9.2				

Learning Targets

Standards:	1.1.12; 2.1.12.EH.4; SEL.PK-12.1, SEL.PK-12.2
Content Statements:	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Core Idea: Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
CPI#:	Cumulative Progress Indicator (CPI):
1.1.12acc.Pr5d	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
1.1.12acc.Cn10a	Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK 12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.



SEL.PK.12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit Essential Questions:

- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- How is the body used as an instrument for technical and artistic expression?
- How can you achieve a twist or core poses?
- What muscle groups are incorporated in a sequence of poses?
- What are Yoga Sutras and how can they provide inspiration in a person's practice?
- What is a peak pose?
- What steps does someone need to do to achieve a peak pose?

Unit Enduring Understandings:

- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions.
- Twist exercises release the tension in your spine, relieve backaches and make your shoulders more flexible.
- Twist and core poses also facilitate the circulation of blood and nutrients in the body making it critical to the health of the intervertebral discs.
- The Yoga Sūtras of Patañjali are 194 Indian sūtras (aphorisms) that form the foundations of Yoga.
- Through twisting we lengthen the spine and get space between the bones. Then our energy can flow better.

Unit Learning Targets:

Students will....

- Identify and practice yoga poses that incorporate twists and the engagement of the core.
- Explain the benefits of twists and core exercises in a yoga class.
- Identify how specific poses are used to help achieve a peak pose.
- Describe what a Yoga Sutra is and how it relates to the history of yoga.
- Understand how specific poses are used to help achieve a peak pose.



Evidence of Learning

Summative Assessment: After twelve days, students will complete a performance assessment, written assignments, and a test on the material

Equipment Needed: Laptop, Speaker, Projector

Teacher Resources: <https://www.ekhartyoga.com/>

Formative Assessments:

- Observations
- Performance
- Test
- Quizzes
- Discussions

Lesson Plans

Lesson	Time Frame
Lesson 1 Twisting Poses	168 minutes/4 days
Lesson 2 Core Poses	168 minutes/4 days
Lesson 3 Yoga Sutras	168 minutes/4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.ekhartyoga.com/>

<https://classroom.kidshealth.org/classroom/6to8/body/parts/bones.pdf>

<https://www.yogajournal.com/poses/types/core>

<https://www.yogiapproved.com/yoga/yoga-poses-core-strength/>



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Twisting Poses Time Frame: 168 minutes/4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Technology

Integration of Technology: Laptops, Online Databases

Equipment Needed: Laptop, Projector, Mats

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and practice Yoga poses that incorporate twists and the engagement of the core. - Explain the benefits of twists and core exercises in a Yoga class. - Identify how specific poses are used to help achieve a peak pose.	Lesson Sequence - Observe the peak pose checklist. - Discuss the steps that are taken in order to achieve a peak pose. - Practice core and twist sequences and describe their benefits. - Pick a peak pose and design a sequence to help achieve the pose.	- Observation - Discussion - Group Work - Check List
Differentiation: Use of collaboration for various activities.		
Resources Provided: https://classroom.kidshealth.org/classroom/6to8/body/parts/bones.pdf https://yogainternational.com/article/view/4-myths-about-twists-in-yoga		



Lesson Plan 2 Template		
Content Area: Dance	Lesson Title: Core Poses	Time Frame: 168 minutes/4 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Health, Technology		
Integration of Technology: Laptops, Online Databases		
Equipment Needed: Laptop, Projector, Mats		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and perform core focused yoga poses. - Discuss the benefits and principles of core yoga poses in a sequence. - Identify key muscles that are involved in completing core poses. - Create a guided meditation that can be used during a relaxation practice.	Lesson Sequence - Describe what poses are core focused. - Practice yoga sequences that incorporate core poses. - Discuss the benefits of accomplishing core poses. - Review the muscle groups used in core poses. - Use inspiration from their personal lives to create a guided meditation that connects to their interests.	- Observation - Discussion - Group Work - Performance
Differentiation: - Goal setting with students based on level. - Think-Pair-Share to share ideas.		
Resources Provided: https://www.yogiapproved.com/yoga/yoga-poses-core-strength/ https://www.yogajournal.com/poses/types/core		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Yoga Sutras Time Frame: 168 minutes/4 days

Lesson Components

21st Century Themes

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
 [x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
 [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Technology

Integration of Technology: Laptops, Online Databases

Equipment Needed: Laptop, Projector, Mats

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe what a Yoga Sutra is and how it relates to the history of yoga. - Perform twists and core exercises in a yoga class. - Understand how specific poses are used to help achieve a peak pose.	Lesson Sequence - Reflect on personal progress using a performance rubric and written journals. - Identify Yoga Sutras. - Perform/practice sequences that incorporate Yoga Sutras. - Create a sequence that includes warm up, cool down, twists, and core poses. - Research a Yoga Sutra and discover its meaning.	- Rubric - Performance - Observation - Self-Assessment
Differentiation: - Use of collaboration for various activities. - Varied product and leveled rubrics to match student goals.		
Resources Provided: https://www.yogiapproved.com/yoga/yoga-poses-core-strength/ https://chopra.com/articles/yoga-sutras-101-everything-you-need-to-know		

Lesson Reflection



Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 10-12	Unit Title: Core/Twist
Created: Megan Theobald	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Dance	Grade Level:	10-12	Unit Title:	Restorative Practice
Unit Summary: Students will practice restorative yoga and learn about the benefits of analyzing their personal energy levels. Restorative classes are very mellow, making them a good complement to more active practices (as well as our busy lives) and an excellent antidote to stress. Stillness is a powerful practice.					
Primary Interdisciplinary Connections: Health, Technology					
21st Century Themes [x] Creativity and Innovation [x] Critical Thinking and Problem Solving □ ICT Literacy [x] Information Literacy [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy					
Unit Rationale: Analyzing energy levels are important in personal reflection and growth. In order to physically and mentally perform each day one can complete exercises and activities that improve their energy.					
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.1.12; 2.2.12.MSC.3; SEL.PK-12.1 ,SEL.PK-12.2; SEL.PK-12.5
Content Statements:	Anchor Standard 4: Selecting, analyzing, and interpreting work. Core Idea: The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.5: Relationship Skills Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
CPI#:	Cumulative Progress Indicator (CPI):
1.1.12acc.Pr4a	Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
1.1.12acc.Pr4b	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
1.1.12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
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).
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations.



SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit Essential Questions:

- How do dancers work with space, time and energy to communicate artistic expression?
- What are Chakras?
- How can yoga be restorative to the mind and body?
- How does your energy type play a role in your Yoga practice?
- Why is stretching important?
- What are Doshas and how can they be used to improve self-reflection?
- How can someone analyze and track the energy that they have?
- How do the Chakras connect to the body?

Unit Enduring Understandings:

- Space, time and energy are basic elements of dance.
- Ayurveda is considered by many scholars to be the oldest healing science.
- In Restorative yoga, muscles are allowed to relax deeply.
- In the state of deep relaxation, tension is released from the body on a physical level.
- Ayurveda is one of the world's oldest holistic ("whole-body") healing systems.
- The doshas are energies found throughout the body and mind. They govern all physical and mental processes.
- Chakras are the circular vortexes of energy that are placed in seven different points on the spinal column, and all the seven chakras are connected to the various organs and glands within the body.

Unit Learning Targets:

Students will....

- Create a plan to promote balance within each Ayurveda type.
- Identify ways to improve energy and increase strength.
- Demonstrate accurate performance of yoga sequences with a peak pose.
- Perform yoga sequences that increase relaxation in the body.
- Identify the similarities and differences between Restorative Yoga and other styles previously studied in past lessons.

Evidence of Learning

Summative Assessment: After twelve days, students will complete a performance assessment, written assessments, and a test by the end of the unit.

Equipment Needed: Laptop, Speaker, Projector, Mats

Teacher Resources: Luby, Thia. Yoga for Teens. Santa Fe: Clear Light Publishers, 1998.



Formative Assessments:

- Rubric
- Quiz
- Observation
- Group work
- Presentation

Lesson Plans

Lesson	Time Frame
Lesson 1 Ayurveda	168 minutes/4 days
Lesson 2 Chakras	168 minutes/4 days
Lesson 3 Restorative Yoga	168 minutes/4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://yogainternational.com/article/view/restorative-yoga-without-tons-of-props>

<http://www.yogaclub.us/attachments/Restorative%20Manual%202012.06.16.pdf>

<https://www.yogajournal.com/teach/skillfully-design-chakra-opening-yoga-sequence>



Lesson Plan 1 Template		
Content Area: Dance	Lesson Title: Ayurveda	Time Frame: 168 minutes/4 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Health, Technology		
Integration of Technology: Students will view and respond to videos online.		
Equipment Needed: Laptop, Projector, Mats		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and describe the three Ayurveda types. - Create a plan to promote balance within each Ayurveda type. - Identify ways to improve energy and increase strength. - Perform a series of stretches that increases relaxation in the body.	Lesson Sequence - Introduce the Ayurveda types. - Have students answer questions/quiz to find their Ayurveda type. - Read and analyze the different types of Ayurvedas. - Create a plan to help promote energy and strengthen that ayurveda type. - Practice stretches that promote relaxation.	- Discussion - Observation - Self-reflection - Presentation
Differentiation: Goal setting with students based on level.		
Resources Provided: https://www.banyanbotanicals.com/info/ayurvedic-living/learning-ayurveda/vata-pitta-and-kapha/		



Lesson Plan 2 Template		
Content Area: Dance	Lesson Title: Chakras	Time Frame: 168 minutes/4 days
Lesson Components		
<u>21st Century Themes</u>		
[x] Global Awareness Financial, Economic, Business and Entrepreneurial Literacy		
[x] Civic Literacy [x] Health Literacy		
<u>21st Century Skills</u>		
[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy		
[x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy □ ICT Literacy		
Interdisciplinary Connections: Health, Technology		
Integration of Technology: Students will view and respond to videos online.		
Equipment Needed: Laptop, Projector, Mats		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain Ayurveda and the three types of Doshas. - Demonstrate an accurate performance of Yoga sequences with a peak pose. - Analyze and self-reflect on one's own energy to help create improvements. - Discuss what Chakras are and how they relate to the human body.	Lesson Sequence - Review Doshas/ Ayurveda principles. - Identify what Chakras are and how they are used. - Discuss how to analyze Chakras while practicing Yoga. - Watch videos about Chakras and respond to questions. - Practice analyzing and reflecting on the energy levels.	- Discussion - Exit Tickets - Comprehensive Questions
Differentiation: Tiered products will allow students to achieve a product on their level.		
Resources Provided: https://www.yogajournal.com/teach/skillfully-design-chakra-opening-yoga-sequence		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Restorative Yoga Time Frame: 168 minutes/4 days

Lesson Components

21st Century Themes

[x] Global Awareness □ Financial, Economic, Business and Entrepreneurial Literacy
 [x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
 [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy □ ICT Literacy

Interdisciplinary Connections: Health, Technology

Integration of Technology: Videos will be presented to provide examples of the material.

Equipment Needed: Projector, Laptop, Mats

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate accurate performance of yoga sequences with a peak pose. • Perform yoga sequences that increases relaxation in the body. • Identify the similarities and differences between Restorative Yoga and other styles previously studied in past lessons.	Lesson Sequence 1. Discuss the importance of stretching. 2. Practice yoga sequences that promote relaxation. 3. Discuss/ Review the Chakras and how they can be used outside of class. 4. Discuss the benefits of Restorative Yoga. 5. Reflect on the process of taking a restorative type of class.	• Discussion • Performance • Observation • Quizzes
Differentiation: • Use of collaboration for various activities.		
Resources Provided: • https://yogainternational.com/article/view/restorative-yoga-without-tons-of-props • http://www.yogacub.us/attachments/Restorative%20Manual%202012.06.16.pdf		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 10-12	Unit Title: Restorative Practice
Created: Megan Theobald	Board Approved on: Type Here	



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
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NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

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Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.

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Strategies and Practices that Support Gifted and Talented Students

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<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

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- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.