

Marking Period		Unit Title	Recommended Instructional Days
1		Marking Period 1	45 days
Artistic Process:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit	
Anchor Standard: General Knowledge & Skills			
Creating Performing	<p>Standard #: Anchor Standard 3 Description: Refining and completing products.</p> <p>Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products.</p>		
Artistic Practice:		Performance Expectation/s:	
<p>Creating Explore Plan Revise</p> <p>Performing Embody Execute Express Present</p>	<p>HS Proficient 1.1.12prof.Cr3 a. Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.</p> <p>b. Compare recognized notation systems to document a section of</p>	<p>Activity Description:</p> <p>Unit Title: Yoga for Diversity and Inclusion</p> <p>Unit Goals:</p> <ul style="list-style-type: none"> ● To cultivate an understanding of diversity and inclusion within the context of yoga practice. ● To develop proficiency in yoga techniques while fostering respect for individual differences. ● To promote physical and emotional well-being through yoga practice. 	

	<p>a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).</p> <p>HS Proficient 1.1.12prof.Pr5</p> <p>a. Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.</p> <p>b. Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.</p> <p>c. Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through</p>	<p>Week 1: Introduction to Diversity and Inclusion in Yoga</p> <ul style="list-style-type: none">● Objective: Introduce students to the concept of diversity and inclusion in yoga.● Activities:<ul style="list-style-type: none">● Discuss the importance of diversity and inclusion in yoga practice.● Explore various yoga traditions and their cultural backgrounds.● Watch videos or invite guest speakers representing diverse perspectives in yoga.● Assessment: Class discussion participation and reflection journal entries. <p>Week 2: Body Awareness and Alignment</p> <ul style="list-style-type: none">● Objective: Develop body awareness and alignment principles in yoga practice.● Activities:<ul style="list-style-type: none">● Practice joint articulations and basic anatomical terms related to yoga.● Explore different body coordination techniques.● Introduce safe body-use practices and injury prevention strategies in yoga.● Assessment: Demonstration of joint articulations and alignment principles during yoga practice. <p>Week 3: Movement Exploration and Revision</p>
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	<p>space.</p> <p>d. Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).</p> <p>e. Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.</p>	<ul style="list-style-type: none"> ● Objective: Revise and improve yoga movement sequences based on self-reflection and feedback. ● Activities: <ul style="list-style-type: none"> ● Students create their own yoga sequences. ● Peer feedback sessions to provide constructive criticism. ● Encourage students to revise their sequences based on feedback and self-reflection. ● Assessment: Presentation of revised movement sequences and reflection on the revision process. <p>Week 4: Inclusive Yoga Practice</p> <ul style="list-style-type: none"> ● Objective: Practice inclusive yoga techniques and styles while incorporating diversity themes. ● Activities: <ul style="list-style-type: none"> ● Explore yoga styles from various cultures and backgrounds. ● Practice yoga sequences emphasizing inclusivity and respect for individual differences. ● Discuss how yoga can be adapted to accommodate diverse body types and abilities. ● Assessment: Participation in inclusive yoga sessions and reflection on the experience. <p>Assessment Criteria:</p> <ul style="list-style-type: none"> ● Participation and engagement in class activities. ● Demonstration of understanding of diversity and inclusion concepts in yoga.
Enduring Understanding/s:	Essential Question/s:	
<ol style="list-style-type: none"> 1. Choreographers (Yogi’s) analyze, evaluate, refine, and document their work to communicate meaning. 2. The way the body is developed, execution of movement and movement quality vary 	<ol style="list-style-type: none"> 1. How do choreographers (Yogi’s) use self-reflection, feedback from others, and documentation to improve the 	

<p>in different dance (yoga) styles, genres and traditions.</p>	<p>quality of their work? 2. How is the body used as an instrument for technical and artistic expression?</p>	<ul style="list-style-type: none"> ● Application of safe body-use practices and alignment principles in yoga practice. ● Ability to revise and improve yoga movement sequences based on feedback and self-reflection. ● Demonstration of inclusive yoga practice techniques and respect for individual differences. <p>Integration of Standards:</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create - (2) Organize and develop artistic ideas and work.</p> <p>SEL/Perform - (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond - (7) Perceive and analyze artistic work.</p> <p>SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p>SEL/Create CONSOLIDATED EU Artists organize and develop creative ideas by balancing what is known with what is new</p> <p>CONSOLIDATED EQ How do artists make creative decisions?</p> <p>SEL/Perform CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over time through openness to new ideas, persistence, and the</p>	<ul style="list-style-type: none"> ● Standard 1.1.12prof.Cr3: Students will revise and improve their yoga movement sequences through self-reflection and feedback from others, analyzing and evaluating the impact of their choices in the revision process. ● Standard 1.1.12prof.Pr5: Students will evaluate and apply healthful strategies and safe body-use practices in yoga, demonstrate joint articulations and anatomical terms, explore movement with a wide range of motion, and demonstrate style-specific vocabulary and movements. <p>Interdisciplinary Connections:</p> <p>1. Technology:</p> <ul style="list-style-type: none"> ● Use digital tools and resources to document and analyze yoga movement sequences, allowing students to compare different notation systems. ● Explore virtual reality or augmented reality applications that simulate immersive yoga experiences, considering accessibility and inclusivity.

	<p>application of appropriate criteria.</p> <p>CONSOLIDATED EQ How do artists improve the quality of their presentation/performance?</p> <p>SEL/Respond CONSOLIDATED EU Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works</p> <p>CONSOLIDATED EQ How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p> <p>SEL/Connect CONSOLIDATED EU The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works.</p>	<p>2. Language Arts:</p> <ul style="list-style-type: none">● Engage in creative writing exercises where students express their thoughts and emotions related to yoga practice, diversity, and inclusion.● Analyze poetry or literature that explores themes of mindfulness, acceptance, and self-discovery, relating them to yoga philosophy.
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	<p>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</p>		
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Peer and self feedback in critical response format 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> Performances In-studio showings 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>hooks,b., (1994). <i>Teaching to</i></p>	<ul style="list-style-type: none"> Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. Provide access to an individual or classroom aide, when required by the 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<p><i>transgress: Education as the practice of freedom.</i></p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts.</i> https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Desikachar, T. K. V. (1999). <i>The heart of yoga: Developing a personal practice.</i> Inner Traditions/Bear & Company.</p> <p>Berila, B. (2016). <i>Yoga for diversity and inclusion.</i> Rowman & Littlefield.</p> <p>Kaminoff, L., & Matthews, A. (2007). <i>Yoga anatomy.</i> Human Kinetics.</p>	<p>student's IEP or 504, to improve student focus, comprehension and time on task.</p> <ul style="list-style-type: none"> ● Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists. 		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist. <p>Other:</p> <ul style="list-style-type: none"> ● N/A 			

Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Offer resources to students in a variety of ways to accommodate for multiple learning styles. ● Engage all learners through implementation of various resources including visual, audio, and tactile materials. ● Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. 	<ul style="list-style-type: none"> ● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. ● Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). ● Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. ● Modify test content and/or format, allowing 	<ul style="list-style-type: none"> ● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. ● Provide access to preferred seating, when requested. ● Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> ● Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. ● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. ● Propose interest-based extension activities and opportunities for extra credit.

	students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i> X	Diversity and Inclusion <i>C.18A:35-4.36.A</i>

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<i>Core Ideas:</i>	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	<i>Performance Expectation/s:</i>	Make a list of different types of jobs and describe the skills associated

		<p>with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
		<p>Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>