

| Marking Period | | Unit Title | Recommended Instructional Days |
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| 3 | | Marking Period 3 | 45 days |
| Artistic Process: | Anchor Standard: General Knowledge & Skills | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit | |
| Performing | <p>Standard #: Anchor Standard 6 Description: Conveying meaning through art.</p> <p>Standard #: Anchor Standard 7 Description: Perceiving and analyzing products.</p> | | |
| Artistic Practice: | Performance Expectation/s: | Activity Description: | |
| <p>Performing Embody Execute Express Present</p> <p>Responding Analyze Critique Interpret</p> | <p>HS Proficient 1.1.12prof.Pr6 a. Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.</p> <p>b. Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.</p> | | |

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| | <p>c. Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p> <p>HS Proficient 1.1.12prof.Re7</p> <p>a. Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.</p> <p>b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to compare and</p> | <p>Week 1: Understanding the Interconnectedness</p> <ul style="list-style-type: none">● Objective: Introduce students to the concept of interconnectedness between yoga, personal health, and environmental sustainability.● Activities:<ul style="list-style-type: none">● Discuss the impacts of climate change on personal well-being and global ecosystems.● Explore the role of mindfulness and yoga in fostering awareness and connection to nature.● Practice visualization and motor imagery techniques to connect with the natural environment during yoga practice.● Assessment: Participation in class discussions and reflective journal entries. <p>Week 2: Yoga as a Form of Expression</p> <ul style="list-style-type: none">● Objective: Investigate how yoga can be used as a form of expression to communicate feelings and concerns about climate change.● Activities:<ul style="list-style-type: none">● Rehearse yoga sequences inspired by elements of nature and climate change themes.● Apply specific feedback to refine movement accuracy, consistency, and expressiveness in yoga practice.● Discuss the use of breath and body mechanics to convey emotions and intentions in yoga movements related to environmental themes. |
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| | contrast. | <ul style="list-style-type: none"> Assessment: Peer feedback sessions on movement performance and demonstration of group awareness during rehearsal. |
| Enduring Understanding/s: | Essential Question/s: | |
| <p>1. Dancers (Yogis) use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance (Yoga) is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>2. Dance (Yoga) is perceived and analyzed to comprehend its meaning.</p> | <p>1. What must a dancer (yogi) do to prepare the mind and body for artistic expression? How does a dancer (yogi) heighten artistry in a public performance?</p> <p>2. How is a dance (yoga) understood?</p> | <p>Week 3: Adapting Movements to Nature's Rhythms</p> <ul style="list-style-type: none"> Objective: Adapt yoga movements to reflect the rhythms and patterns of the natural environment. Activities: <ul style="list-style-type: none"> Practice yoga sequences outdoors, observing and synchronizing movements with natural elements such as wind, water, and sunlight. Discuss performance etiquette and environmental ethics during outdoor yoga sessions. Document the rehearsal and performance process using dance and production terminology, analyzing the success of performances in natural settings. Assessment: Observation of students' ability to adapt movements to performance areas and apply corrections based on environmental feedback. |
| Social and Emotional Learning: Competencies | Social and Emotional Learning: Sub-Competencies | Week 4: Reflecting on Environmental Messages in Yoga |
| <p>SEL/Create</p> <ul style="list-style-type: none"> (2) Organize and develop artistic ideas and work. <p>SEL/Perform</p> | <p>SEL/Create</p> <p>CONSOLIDATED EU</p> <p>Artists organize and develop creative ideas by balancing what is known with what is new</p> | <ul style="list-style-type: none"> Objective: Analyze the use of yoga elements in communicating environmental messages and intentions. Activities: <ul style="list-style-type: none"> Use genre-specific terminology to analyze recurring patterns of movement and their relationships to environmental themes in yoga. |

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| <p>- (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond</p> <p>- (7) Perceive and analyze artistic work.</p> <p>SEL/Connect</p> <p>- (10) Synthesize and relate knowledge and personal experiences to make art.</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 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</p> | <ul style="list-style-type: none"> ● Explore different yoga styles and cultural practices that emphasize environmental consciousness and sustainability. ● Reflect on personal experiences and insights gained from practicing yoga in connection with climate change awareness. ● Assessment: Written reflections analyzing the use of elements of yoga in conveying environmental messages and intentions. <p>Assessment Criteria:</p> <ul style="list-style-type: none"> ● Participation and engagement in class activities, discussions, and performances. ● Application of visualization, motor imagery, and breath techniques to enhance movement quality and energy in yoga practice. ● Ability to adapt yoga movements to different performance areas and environments, demonstrating performance etiquette and environmental awareness. ● Use of genre-specific terminology to analyze and communicate environmental themes in yoga practice. ● Reflection on personal growth and understanding of the interconnectedness between yoga, personal well-being, and environmental sustainability. <p>Interdisciplinary Connections:</p> <p>Science:</p> <ul style="list-style-type: none"> ● Explore the scientific principles underlying climate change and its impacts on ecosystems and human health. |
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| | <p>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>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</p> | <ul style="list-style-type: none"> • Discuss the role of mindfulness and eco-conscious living in mitigating climate change and promoting sustainability. |
| <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> | | |

| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
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| <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 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 &</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 student’s IEP or 504, to improve student focus, comprehension and time on task. 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. | <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. |

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| Littlefield. Kaminoff, L., & Matthews, A. (2007). <i>Yoga anatomy</i> . Human Kinetics. | | | |
| 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 | <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 | <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. |

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| <p>reiterate content learned within the course.</p> | <p>guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none"> • 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 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. | | <ul style="list-style-type: none"> • Propose interest-based extension activities and opportunities for extra credit. |
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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)

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| <p>Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i></p> | <p>Holocaust Law: <i>N.J.S.A. 18A:35-28</i></p> | <p>LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i></p> | <p>X</p> | <p>Standards in Action: <i>Climate Change</i></p> | <p>Diversity and Inclusion <i>C.18A:35-4.36.A</i></p> |
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| 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 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. |
| | Career Readiness, Life Literacies, & Key Skills Practices | |
| | 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. | |