

Marking Period		Unit Title	Recommended Instructional Days
2		Marking Period 2	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	Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work. Standard #: Anchor Standard 6 Description: Conveying meaning through art.		
Artistic Practice:	Performance Expectation/s:		
Performing Embody Execute Express Present	HS Accomplished 1.1.12acc.Pr4 a. 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. HS Accomplished 1.1.12acc.Pr6 a. Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to	Activity Description: Unit Title: Celebrating All Minds and Body in Yoga Unit Goals: <ul style="list-style-type: none"> ● To explore and celebrate diversity within the context of yoga practice, specifically focusing on the LGBT community and individuals with disabilities. ● To develop proficiency in yoga techniques while fostering inclusivity and respect for individual differences. ● To promote physical and emotional well-being through yoga practice and mindfulness. Week 1: Introduction to LGBT and Disability Inclusion in Yoga	

	enhance dance performance.	<ul style="list-style-type: none"> ● Objective: Introduce students to the concepts of diversity, inclusion, and intersectionality within the context of yoga. ● Activities: <ul style="list-style-type: none"> ● Discuss the importance of creating safe and inclusive spaces for individuals of all backgrounds, including the LGBT community and people with disabilities. ● Explore basic terminology related to LGBT identities and disabilities. ● Watch videos or invite guest speakers who identify as LGBT or have disabilities to share their experiences with yoga. ● Assessment: Class participation and reflective journal entries. <p>Week 2: Syncopation and Accented Movements in Yoga</p> <ul style="list-style-type: none"> ● Objective: Explore rhythmic variations and accented movements in yoga practice, integrating breath with rhythmic phrasing. ● Activities: <ul style="list-style-type: none"> ● Practice yoga sequences with varying tempos, incorporating syncopated movements and accents. ● Experiment with breath control and rhythmic breathing techniques. ● Discuss how different aspects of music or accompaniment can influence movement dynamics.
Enduring Understanding/s:	Essential Question/s:	
1. Space, time, and energy are basic elements of dance (yoga).	1. How do dancers (yogis) work with space, time and energy to communicate artistic expression?	
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
SEL/Create - (2) Organize and develop artistic ideas and work. SEL/Perform - (5) Develop & refine artistic techniques & work for presentation. SEL/Respond - (7) Perceive and analyze artistic work. SEL/Connect - (10) Synthesize and relate knowledge and	SEL/Create CONSOLIDATED EU Artists organize and develop creative ideas by balancing what is known with what is new CONSOLIDATED EQ How do artists make creative decisions? SEL/Perform CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over	

<p>personal experiences to make art.</p>	<p>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 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</p>	<ul style="list-style-type: none"> ● Assessment: Observation of students' ability to synchronize breath with movement and rhythmic phrasing. <p>Week 3: Planned and Improvised Movement Sequences</p> <ul style="list-style-type: none"> ● Objective: Perform planned and improvised yoga sequences that demonstrate contrasting dynamics and energy, incorporating variations to accommodate different abilities. ● Activities: <ul style="list-style-type: none"> ● Create and rehearse yoga sequences with contrasting dynamics (e.g., fast/slow, sharp/smooth) and energy levels. ● Encourage students to explore variations and modifications to accommodate different body abilities and needs. ● Provide opportunities for group improvisation and collaboration, emphasizing inclusivity and support. ● Assessment: Observation of students' ability to perform movement sequences with accuracy, consistency, and expressiveness, considering individual adaptations and modifications. <p>Week 4: Visualization</p> <ul style="list-style-type: none"> ● Objective: Apply visualization, motor imagery, and breath to enhance body mechanics and energy in yoga practice. Develop personal rehearsal strategies to refine performance.
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	<p>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">● Activities:<ul style="list-style-type: none">● Guide students through visualization and motor imagery exercises to enhance their yoga practice.● Provide specific feedback to students on their performance and encourage them to develop personalized rehearsal strategies.● Facilitate group discussions on the importance of group awareness and support in yoga practice.● Assessment: Individual feedback on performance accuracy, consistency, and expressiveness, as well as students' ability to apply visualization and rehearsal strategies effectively. <p>Assessment Criteria:</p> <ul style="list-style-type: none">● Participation and engagement in class activities and discussions.● Application of yoga techniques and principles in diverse contexts, including LGBT and disability inclusion.● Ability to adapt and modify yoga practice to accommodate different abilities and needs.● Demonstration of rhythmic synchronization, breath control, and movement dynamics in yoga sequences.● Reflection on personal growth and understanding of diversity and inclusion in yoga practice. <p>Interdisciplinary Connections: Social Studies:</p> <ul style="list-style-type: none">● Explore the historical and cultural contexts of yoga practice, considering its roots in various cultures and its evolution over time.
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		<ul style="list-style-type: none"> Discuss social justice movements related to LGBT rights and disability rights, emphasizing the importance of creating inclusive spaces in all aspects of society. 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> Peer and self feedback in critical response format 		Benchmarks: <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes Summative Assessments: <ul style="list-style-type: none"> Performances In-studio showings 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press. Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i> . NY: Routledge. hooks, b., (1994). <i>Teaching to transgress: Education as the</i>	<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, 	<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>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>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 Strategies & Techniques			

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 students additional time and preferential seating as needed, according to 	<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.

	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>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>	Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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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.

		<p>Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>Identify possible approaches and resources to execute a plan.</p> <p>Use a variety of types of thinking to solve problems.</p> <p>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.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>