

Marking Period		Unit Title	Recommended Instructional Days
4		Marking Period 4	45 days
<b>Artistic Process:</b>		<b>Anchor Standard: General Knowledge &amp; Skills</b>	
Responding Connecting		<b>Standard #:</b> Anchor Standard 7 <b>Description:</b> Perceiving and analyzing products.  <b>Standard #:</b> Anchor Standard 11 <b>Description:</b> Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
<b>Artistic Practice:</b>		<b>Performance Expectation/s:</b>	
<b>Responding</b> Analyze Critique Interpret  <b>Connecting</b> Synthesize Relate		<b>HS Accomplished</b> 1.1.12acc.Re7 a. Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.  b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural	
		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit</b>	
		<b>Activity Description:</b> Unit Title: Exploring Cultural Diversity through Yoga  Unit Goals: <ul style="list-style-type: none"> <li>To analyze and understand the cultural context of yoga movements using genre-specific terminology.</li> <li>To explore how elements of yoga can be used to communicate cultural intent and expression.</li> <li>To examine the role of yoga in a global society and its impact on individuals and communities.</li> </ul>	

	<p>movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.</p> <p><b>HS Accomplished</b>                  1.1.12acc.Cn11                  a. Analyze how the role of dance in a global society has influenced various cultures, societies, historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from which the dances originate.</p>	<p>Week 1: Introduction to Cultural Context in Yoga</p> <ul style="list-style-type: none"> <li>● Objective: Introduce students to the concept of cultural context in yoga movements and terminology.</li> <li>● Activities:                         <ul style="list-style-type: none"> <li>● Discuss the diversity of yoga traditions and styles from different cultural backgrounds.</li> <li>● Explore genre-specific terminology used in various yoga traditions (e.g., Hatha, Vinyasa, Kundalini).</li> <li>● Analyze recurring patterns of movement in different yoga styles and their relationships to cultural artistic intent.</li> </ul> </li> <li>● Assessment: Class participation in discussions and written reflections on genre-specific terminology.</li> </ul> <p>Week 2: Cultural Elements in Yoga Movements</p> <ul style="list-style-type: none"> <li>● Objective: Analyze how elements of yoga movements communicate cultural expression and intent.</li> <li>● Activities:                         <ul style="list-style-type: none"> <li>● Study specific elements of yoga practice (e.g., asanas, pranayama, mudras) and their cultural significance.</li> <li>● Explore how cultural values, beliefs, and traditions influence the interpretation and practice of yoga.</li> <li>● Compare and contrast the use of yoga elements in different cultural contexts and styles.</li> </ul> </li> </ul>
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></p>	
<ol style="list-style-type: none"> <li>1. Dance (Yoga) is perceived and analyzed to comprehend its meaning.</li> <li>2. Dance (Yoga) literacy includes deep knowledge and perspectives about</li> </ol>	<ol style="list-style-type: none"> <li>1. How is a dance (yoga) understood?</li> <li>2. How does knowing about societal, cultural, historical and community experiences expand dance (yoga) literacy?</li> </ol>	

<p>societal, cultural, historical, and community contexts.</p>		<ul style="list-style-type: none"> <li>● Assessment: Group presentations analyzing the use of elements of yoga in cultural practices.</li> </ul> <p>Week 3: Historical and Societal Perspectives</p> <ul style="list-style-type: none"> <li>● Objective: Examine the historical and societal influences on yoga practice in different cultural contexts.</li> <li>● Activities:                             <ul style="list-style-type: none"> <li>● Explore the historical evolution of yoga and its adaptation across different time periods and geographical regions.</li> <li>● Discuss societal changes and perspectives that have influenced the development and interpretation of yoga.</li> <li>● Analyze how cultural, political, and economic factors shape the practice and perception of yoga in global society.</li> </ul> </li> <li>● Assessment: Research projects examining the historical and societal impact of yoga in specific cultural contexts.</li> </ul> <p>Week 4: Global Perspectives on Yoga</p> <ul style="list-style-type: none"> <li>● Objective: Discuss the role of yoga in a global society and its implications for cultural diversity and understanding.</li> <li>● Activities:                             <ul style="list-style-type: none"> <li>● Engage in discussions on the globalization of yoga and its impact on cultural exchange and appropriation.</li> <li>● Reflect on personal experiences and perspectives on yoga as a global phenomenon.</li> </ul> </li> </ul>
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></p>	
<p>SEL/Create                  - (2) Organize and develop artistic ideas and work.</p> <p>SEL/Perform                  - (5) Develop &amp; refine artistic techniques &amp; 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, &amp; refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ</p>	

	<p>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>CONSOLIDATED EQ</p>	<ul style="list-style-type: none"><li>● Analyze case studies or documentaries that highlight the intersection of yoga, culture, and society in different parts of the world.</li><li>● Assessment: Final reflections on the role of yoga in promoting cultural diversity and understanding in a global context.</li></ul> <p>Assessment Criteria:</p> <ul style="list-style-type: none"><li>● Understanding and application of genre-specific terminology to analyze yoga movements.</li><li>● Analysis of how elements of yoga communicate cultural expression and intent.</li><li>● Examination of historical, societal, and global perspectives on yoga and its impact on cultural diversity.</li><li>● Ability to critically evaluate the role of yoga in a global society and its implications for cultural understanding.</li></ul> <p>Interdisciplinary Connections: History:</p> <ul style="list-style-type: none"><li>- Investigate the historical evolution of yoga from ancient to modern times, exploring key figures, texts, and movements that have shaped its development.</li><li>- Analyze how colonialism, globalization, and cultural exchange have influenced the spread and interpretation of yoga across different continents and societies.</li></ul>
--	---	--

	How does one's feelings and thoughts connect to artistic works?		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Peer and self feedback in critical response format</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>Rubric evaluations</li> <li>Tests/Quizzes</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Performances</li> <li>In-studio showings</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<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 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. &amp; 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>	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Allow access to supplemental materials, including use of online bilingual dictionary.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

<p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>.  <a href="https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf">https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</a></p> <p>Desikachar, T. K. V. (1999). <i>The heart of yoga: Developing a personal practice</i>. Inner Traditions/Bear &amp; Company.</p> <p>Berila, B. (2016). <i>Yoga for diversity and inclusion</i>. Rowman &amp; Littlefield.</p> <p>Kaminoff, L., &amp; Matthews, A. (2007). <i>Yoga anatomy</i>. Human Kinetics.</p>	<p>task.</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>		
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● N/A</li> </ul>			
<b>Differentiated Student Access to Content:                  Recommended Strategies &amp; Techniques</b>			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>● Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>● 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).</li> <li>● 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.</li> <li>● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>● Provide access to preferred seating, when requested.</li> <li>● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>● Propose interest-based extension activities and opportunities for extra credit.</li> </ul>

	their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		
--	--	--	--

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>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b><i>Disciplinary Concepts:</i></b> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<b><i>Core Ideas:</i></b>	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.
	<b><i>Performance Expectation/s:</i></b>	Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives.

		<p>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>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
		<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>