

Marking Period		Unit Title	Recommended Instructional Days
3		Marking Period 3	1 Marking Period
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit	
Performing	Standard #: Anchor Standard 6 Description: Conveying meaning through art.		
Artistic Practice:	Performance Expectation/s:		
Performing Embody Execute Express Present	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. b. Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. c. Adapt movements to performance area. Demonstrate performance etiquette and	Activity Description: Sample Yoga Class: Students will learn a series of yoga sequences throughout the course including, but not limited to the following: Warm-up Poses <ul style="list-style-type: none"> - Blade - Cat and Cow Stretch - Easy Pose - Hero Pose - Knee Rocking - Head of Cow - Spinal Twist - Child Pose - Crossbow - Sun Salutations Sequencing	

	<p>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>	<ul style="list-style-type: none"> - Mountain Pose - Shoulder Rotations - Chair Pose - Triangle Pose - Warrior Pose - Dancer's Pose - Downward Facing Dog - Standing Forward Bend - Cat Stretch - The Cobra <p>Cool Down:</p> <ul style="list-style-type: none"> - Bound Angle - Dead Bug - Corpse pose
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>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>*Poses may be modified based on ability (PE) (ART)</p> <p>Students will demonstrate proper body alignment, standing still and moving, including:</p> <ul style="list-style-type: none"> - Tail-bone to the floor - Belly button to spine - Rotators engaged - Sternum lifted (SCI) <p>Students will demonstrate understand of yoga philosophy and historical context by learning parts of Sanskrit. (SS)</p>

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<p>SEL/Create</p> <ul style="list-style-type: none"> - (2) Organize and develop artistic ideas and work. <p>SEL/Perform</p> <ul style="list-style-type: none"> - (5) Develop & refine artistic techniques & work for presentation. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (7) Perceive and analyze artistic work. <p>SEL/Connect</p> <ul style="list-style-type: none"> - (10) Synthesize and relate knowledge and personal experiences to make art. 	<p>SEL/Create</p> <p>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</p> <p>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</p>	

	<p>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 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>

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 <i>IEP/504/At-Risk/ESL</i>	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. Freire, P. (1972). <i>Pedagogy of the oppressed</i> . New York: Herder and Herder. Fritha Pengelly M.F.A. (2010) <i>Anatomy for Dance: An Expanded Design</i> , Journal of Dance Education,10:3, 77-82, DOI: 10.1080/15290824.2010.508696	<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	<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>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>Woodson, C. (2005). <i>Beginning. Of, The Mis-Education of the Negro</i> (1-87). Mineola, NY: Dover Publications Inc.</p>	<p>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.</p>		
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 IEP/504/At-Risk/ESL	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. 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of

<ul style="list-style-type: none"> 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. 	<p>during instruction to better engage all learners.</p> <ul style="list-style-type: none"> 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 their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. 	<ul style="list-style-type: none"> Provide access to preferred seating, when requested. Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<p>introductory activities accordingly.</p> <ul style="list-style-type: none"> 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.
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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>
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Standard 9

12 Career Ready Practices

- ☒ CRP1. Act as a responsible and contributing citizen and employee.
- ☒ CRP2. Apply appropriate academic and technical skills.
- ☒ CRP3. Attend to personal health and financial well-being.
- ☒ CRP4. Communicate clearly and effectively and with reason.
- ☒ CRP5. Consider the environmental, social and economic impacts of decisions.
- ☒ CRP6. Demonstrate creativity and innovation.
- ☒ CRP7. Employ valid and reliable research strategies.
- ☒ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- ☒ CRP9. Model integrity, ethical leadership and effective management.
- ☒ CRP10. Plan education and career paths aligned to personal goals.
- ☒ CRP11. Use technology to enhance productivity.
- ☒ CRP12. Work productively in teams while using cultural global competence.

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

Content Area: 21st Century Life and Careers

Strand C: Career Preparation

Number:

Standard Statement:

9.2.12.C.1	Review career goals and determine steps necessary for attainment.
9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
9.2.12.C.3	Identify transferable career skills and design alternate career plans.
9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

9.3 CAREER & TECHNICAL EDUCATION (CTE)

Content Area: Standard 9.3 Career and Technical Education	
Strand: Arts, A/V Technology & COmmunications Career Cluster	
Number:	Standard Statement:
9.3.12.AR-PRE.1	Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
9.3.12.AR-PRE.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.12.AR-PRE.3	Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
9.3.12.AR-PRE.4	Demonstrate knowledge of music theory.
9.3.12.AR-PRE.5	Explain key issues affecting the creation of characters, acting skills and roles.
9.3.12.AR-PRE.6	Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
9.3.12.AR-PRE.7	Describe how technology and technical support enhance performing arts productions.
9.3.12.AR-PRE.8	Analyze all facets of stage and performing arts production management.