

# NEPTUNE CITY SCHOOL DISTRICT

## Dance Curriculum Grade K-8



NEPTUNE CITY SCHOOL DISTRICT  
Office of the Chief School Administrator, Principal  
210 West Sylvania Avenue  
Neptune City, NJ 07753

*The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.*

August 1, 2022

Document \*

## **NEPTUNE CITY SCHOOL DISTRICT BOARD OF EDUCATION**

Anthony Susino, President  
Marissa Smitt, Vice President  
Robert Brown  
Drisana Lashley  
Lindsey McCarthy  
Michele McGuigan  
Christina Mordaunt  
Lisa Rummel  
Sherri Zanni

## **SCHOOL DISTRICT ADMINISTRATION**

Dr. Raymond J. Boccuti  
Chief School Administrator, Principal

Yvonne Hellwig  
Interim School Business Administrator, Board Secretary

Lisa Emmons  
Interim Supervisor of Special Services

## **SCHOOL DISTRICT MISSION STATEMENT**

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

# NEPTUNE CITY SCHOOL DISTRICT

## DANCE CURRICULUM GRADE K-8

### Table of Contents

Acknowledgements.....	<i>i</i>
District Mission Statement.....	<i>ii</i>
District Educational Outcome Goals.....	<i>iii</i>
Integrated Social and Emotional Learning Competencies.....	<i>iv</i>

### Curriculum

#### Unit Title

#### **Grades K-2 Dance Curriculum:**

Unit 1: The Creative Process, Performance and Aesthetic Response.....	1
Unit 2: The History of the Arts and Culture, Performance, and Aesthetic Response....	19

#### **Grades 3-5 Dance Curriculum:**

Unit 1: Elements of Dance and Kinesthetic Movement .....	29
Unit 2: History of the Arts and Culture.....	38
Unit 3: Choreography and Performance.....	48

#### **Grades 6-8 Dance Curriculum:**

Unit 1: Elements of Dance and Kinesthetic Movement.....	57
Unit 2: History of the Arts and Culture.....	67
Unit 3: Choreography and Performance.....	77

## **NEPTUNE CITY SCHOOL DISTRICT**

### **Dance K-8**

#### **Acknowledgements**

The Dance K-8 Curriculum guide was developed for NEPTUNE CITY School District through the efforts of Emily Brown in cooperation with Karen Watt, Department Chairperson for Visual and Performing Arts and under the guidance of Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

A special thank you to the Monmouth County Curriculum Consortium, for its guidance and support in creating this document. It is our hope that this guide will serve as a valuable resource for the staff members who teach it and that they will feel free to make recommendations for its continued improvement. In addition, it is our hope that this guide to support and advance the Visual & Performing Arts in our school district.

## **DISTRICT MISSION STATEMENT**

The primary mission of the NEPTUNE CITY School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

## Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent and critical readers, writers, speakers, listeners, and viewers who can comprehend, respond to, and produce across multiple modalities.
- Develop mathematical skills, understandings, and attitudes to apply to the types of problem-solving and mathematical discourse that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Demonstrate proficiency and responsibility in utilizing and producing technology in an ever-changing global society.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Become globally responsible citizens with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for their own and different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal-setting, self-compassion, empathy, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness, and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts, and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

iii

<b>INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES</b>
<i>The following social and emotional competencies are integrated in this curriculum document:</i>
<b>Self-Awareness</b>

x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior
x	Recognize one's personal traits, strengths and limitations
x	Recognize the importance of self-confidence in handling daily tasks and challenges
<b>Self-Management</b>	
x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
	Recognize the skills needed to establish and achieve personal and educational goals
	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
<b>Social Awareness</b>	
x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
	Demonstrate an understanding of the need for mutual respect when viewpoints differ
	Demonstrate an awareness of the expectations for social interactions in a variety of settings
<b>Responsible Decision Making</b>	
x	Develop, implement and model effective problem solving and critical thinking skills
	Identify the consequences associated with one's action in order to make constructive choices
	Evaluate personal, ethical, safety and civic impact of decisions
<b>Relationship Skills</b>	
x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
	Identify who, when, where, or how to seek help for oneself or others when needed

<b>Dance Grades K-2</b>	
<b>Unit 1</b>	<b>The Creative Process, Performance and Aesthetic Response</b>
<b>Suggested Time Frame</b>	Approximately 10 Weeks

### Overview / Rationale

In this unit students will explore the joy of moving. Students will become aware of the difference between locomotive and axial movements. Students will individually and collaboratively create a short dance phrase comprised of different energy qualities, emotions, and senses.

### Stage 1 – Desired Results

#### ***Established Goals:***

#### **New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts**

- 1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.
- 1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.
- 1.1.2.A.3 Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
- 1.3.2.A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
- 1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
- 1.3.2.A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
- 1.3.2.A.4 Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
- 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.



**Essential Questions:**

- How do we identify movement sequences?
- How do we use movement to create dance?
- How do we demonstrate choreography?
- How do dancers use body language to communicate ideas or feelings?
- How do performing artists use body language, facial expressions, and gestures to communicate?
- How are body movements isolated or aligned to create different patterns of dance?

**Student Learning Objectives**

*Students will be able to:*

- Explore the joy of moving.
- Listen to signals and respond to movement directions.
- Listen to a story and dance the words and move to the rhythm of the words.
- Engage in a collaborative discussion about improvised dances.
- Explore stopping and going, tempos of fast and slow, and simple rhythms.
- Improvise duration, tempos, rhythms of words, rhythms using various stimuli, and objects.
- Research and identify tempos of animals, people and machines.
- Move to the rhythm of words (syllables) and investigate rhythm of word phrases.
- Explore opposites in shapes, levels, sizes, and moving in and through space.
- Demonstrate how music can change the way they move.

**In this unit plan, the following 21st Century Life and Careers skills are addressed:**

Check ALL that apply – 21 <sup>st</sup> Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <b>Career Ready Practices</b>	
9.1	Personal Financial Literacy	E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management		E	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		T, A	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, &amp; Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
x	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		T	CRP12. Work productively in teams while using cultural global competence.

### Interdisciplinary Connections

#### New Jersey Student Learning Standards for English Language Arts

SLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### New Jersey Student Learning Standards for Physical Education

2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

### Teacher Resources

[Kindergarten Dance Activities](#)

[Alphabet movement cards](#)

Creative Dance Integration Lesson Plans

[https://education.byu.edu/sites/default/files/ARTS/documents/educational\\_movement.pdf](https://education.byu.edu/sites/default/files/ARTS/documents/educational_movement.pdf)

[Using Movement to Teach Academics: The Mind and Body as One Entity](#)

[Glossary of Terms](#)

## Stage 2 - Assessment Evidence

Self-assessment:

- Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one's progress toward them, and comparing one's work to the criteria on a rubric or checklist.
- Written or Drawn Work (using technology when appropriate)
- Sharing feelings, dreams, and wishes about dance and dancing
- Planning and documenting choreographic process (sketching or collecting ideas for a dance)
- Personal responses to performances
- Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as
  - "I noticed ..."
  - "I like the way ... because ..."
  - "Have you thought of ...?"
  - "I would like to suggest ..."
- Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process
  - I understand \_\_\_\_\_, and can explain it (e.g., thumbs up).
  - I do not yet understand \_\_\_\_\_ (e.g., thumbs down).
  - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).
- 3-2-1- Students identify:
  - 3 things they discovered
  - 2 interesting things they noticed
  - 1 question they still have

Performance Rubrics

[Dance Rubric 1](#)

[Dance Rubric 2](#)

### Stage 3 – Learning Plan

#### Suggested Learning Activities

##### Kindergarten Activities

- Warm-up [Brain Dance](#)\*
- Listen to signals and respond to movement directions. Explore locomotor steps (walk, run, gallop, and jump). [Walking Hop Hop Hop Song](#)
- Perform basic axial movements of turn, stretch, reach, bend, and twist. [Cosmic Kids Moana Yoga](#)
- With a partner improvise a dance using basic locomotor steps and axial movements.
- Move to slow and fast tempos. [Slow and Fast Song](#)
- Practice moving and stopping responding to a variety of stimuli (e.g. voice, music, sound, others). Improvise moving and stopping varying the duration.
- Practice fast and slow tempos inspired by research of animals, people, and machines. Next improvise a dance based on tempo. [Animal Freeze Dance](#) [Animal Move and Groove Task Cards \(Teachers pay Teachers\)](#)
- Select a song, text, or poem that includes rhythm of words and have students create a dance based on the words.
- Create a short dance using two opposite energy qualities, emotions, and senses (ex: happy/sad). Use an appropriate selection of music.
- Connect a simple sequence using opposites incorporating shape and axial or locomotor movement. [Body Boogie Dance](#)
- Teaching pantomime (drinking milk)  
<https://www.youtube.com/watch?v=UU5Z8Norssw>
- Students will share a story demonstrating an emotion or feeling through dance.
- Students will record a performance (using an iPad, Video Recorder, etc...) and use peer-critique strategies to assess.

### 1st and 2nd Grade Activities

- Use locomotor steps and axial movements with prepositions (near, far, over, under, through etc.).
- Planned Dance Sequence Video: [Go Noodle - Sherlock Gnomes Move and Groove](#)
- Improvised Dance Sequences: [Freeze Dance Freeze Dance Colors](#)[Listen and Move Freeze Dance](#)
- Select a song, text, or poem that includes rhythm of words and have students create a dance based on the words.
- Teaching pantomime for elementary students  
<https://www.youtube.com/watch?v=g7Wjl9x4N3U>
- Connect a simple sequence using opposites incorporating shape and axial or locomotor movement. [Cupid Shuffle](#)
- Create a short dance using two opposite energy qualities, emotions, and senses (ex: happy/sad). Use an appropriate selection of music.
- Students will share a story demonstrating an emotion or feeling through dance.
- Students will record a performance (using an iPad, Video Recorder, etc...) and use peer-critique strategies to assess.

### **Accommodations and Modifications**

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered

- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### **Testing Accommodations:**

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions

- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: <http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

#### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students the opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner

- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### **Extension Activities**

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students the opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write



- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

### Technology Integration

#### 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

### Dance Grades K-2

#### Unit 2

#### The History of the Arts and Culture, Performance, and Aesthetic Response

<b>Suggested Time Frame</b>	Approximately 10 Weeks
-----------------------------	------------------------

<b>Overview / Rationale</b>
In this unit students will recognize that dance is a part of every cultural background. Students will compare and contrast dances from various cultures and historical periods. Students will engage in folk dances, square dances, line dances, and various world dances. Students will be able to compare and contrast culturally and historically diverse works of dance.

<b>Stage 1 – Desired Results</b>
<p><b><i>Established Goals:</i></b></p> <p><b>New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts</b></p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How are different body movements used to create or represent dance from different cultures?</li> <li>• How are the values of culture represented in dance?</li> </ul>

## Student Learning Objectives

*Students will be able to:*

- Recognize that every student has a cultural background and dance is part of it.
- Compare and contrast dances from various cultures.
- Understand that people danced differently in different historical periods (past and present).
- Create a dance based on a folk song or world culture.
- Learn about folk tales from an authentic culture.

### In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 <sup>st</sup> Century Themes			Indicate whether these skills are: ● E – encouraged ● T – taught ● A – assessed Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		E	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		E	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility		T	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		T	CRP11. Use technology to enhance productivity.
X	Career Preparation		T	CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>				
<b>New Jersey Student Learning Standards for Social Studies</b> 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. <b>New Jersey Student Learning Standards for Physical Education</b> 2.5.2.A.4 Correct movement errors in response to feedback				

<b>Teacher Resources</b>
--------------------------

[Creative Dance Integration Lesson Plans](#)

[Sample book list](#) (choreographers)

[Using Movement to Teach Academics: The Mind and Body as One Entity](#)

[Glossary of Terms](#)

## Stage 2 – Assessment Evidence

- After improvisation dances, reflect and discuss how it felt to move.
- KWL Chart used to identify knowledge of cultural dance.
- Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one's progress toward them, and comparing one's work to the criteria on a rubric or checklist.
- Written or Drawn Work (using technology when appropriate):
- Sharing feelings, dreams, and wishes about dance and dancing
- Planning and documenting choreographic process (sketching or collecting ideas for a dance)
- Personal responses to performances
- Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as
  - "I noticed ..."
  - "I like the way ... because ..."
  - "Have you thought of ...?"
  - "I would like to suggest ..."
- Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process
  - I understand \_\_\_\_\_, and can explain it (e.g., thumbs up).
  - I do not yet understand \_\_\_\_\_ (e.g., thumbs down).
  - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

[Performance Rubrics](#)

[Dance Rubric 1](#)

[Dance Rubric 2](#)

### Stage 3 – Learning Plan

#### Suggested Learning Activities

##### Kindergarten Activities

- Students will perform and/or watch a dance to identify the theme being expressed. Examples include:
- Find a word or theme that describes an item on the list and let children use it as inspiration. For example, for 4th of July fireworks use explosive movement, for a statue in town square create a high, proud shape. For a town trolley, create linear pathways using walking, skipping, or galloping. However, don't require all the children to do the same movement, let them create their own movement within a certain framework.
- [Angelina Ballerina - Friendship Theme](#)
- Engage students in folk dances, square dances, line dances, and creative storytelling by dancing on different levels based on a folk tale or world culture.

##### 1st and 2nd Grade Activities

- Research, learn and perform simple traditional dances from various cultures ([Ten Dances Around the World](#) [20 Amazing Dances from Around the World](#)). Compare and contrast the elements of dance in each.
- Students will perform and/or watch a dance to identify the theme being expressed. Critique the dance using the performance rubric.
- Find a word or theme that describes an item on the list and let children use it as inspiration. For example, for 4th of July fireworks use explosive movement, for a statue in town square create a high, proud shape. For a town trolley, create linear pathways using walking, skipping, or galloping. However, don't require all the children to do the same movement, let them create their own movement within a certain framework.
- [Angelina Ballerina - Friendship Theme](#)
- Select a famous choreographer. ([Sample book list](#)) 2. Identify characteristics (gender, age, training, style) of the choreographer. 3. Select a work created by the choreographer and identify aesthetic qualities that make it exemplary.

#### Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### **Testing Accommodations:**

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

**English Language Learners:**

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time



- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

#### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students the opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

#### **High Achieving:**

##### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students the opportunity to design surveys to generate and analyze data to be used in discussion

- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

### **Technology Integration**

**8.1 Educational Technology:**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.A.2 Create a document using a word processing application.

Dance Grades 3-5	
Unit 1	Elements of Dance and Kinesthetic Movement (Grades 3-5)
Suggested Time Frame	Approximately 10 Weeks

Overview / Rationale
----------------------

In this unit students will explore weight shift, transition and flow while understanding conditioning principles such as balance, strength, flexibility, endurance, and alignment. Students create an 8 count dance phrase and will be able to manipulate the movement by varying elements such as time, space, energy, and levels.

### Stage 1 – Desired Results

#### ***Established Goals:***

#### **New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts**

- 1.1.5.A.1 Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
- 1.1.5.A.4 Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.
- 1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
- 1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
- 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

#### **Essential Questions:**

- Why did we make these movement and spatial choices?
- How do dancers make movement and spatial choices?
- What are the impacts of movement quality and speed?

#### **Student Learning Objectives**

*Students will be able to:*

- Exhibit control in balance
- Dance with weight shift, transition and flow
- Distinguish symmetrical and asymmetrical shapes
- Understands conditioning principles (balance, strength, flexibility, endurance, alignment).
- Understand the relationship of bodily skills to time, space and energy.
- Understand not only positive and negative space, but also range, shape, levels, directions, symmetry/asymmetry, moving in place and through space, pathways and mapping.

**In this unit plan, the following 21st Century Life and Careers skills are addressed:**

Check ALL that apply – 21 <sup>st</sup> Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <b>Career Ready Practices</b>	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers		T	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		T	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		T, A	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		E, T, A	CRP12. Work productively in teams while using cultural global competence.

### Interdisciplinary Connections

#### New Jersey Student Learning Standards for English Language Arts

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### New Jersey Student Learning Standards for Physical Education

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

### Teacher Resources

<https://www.elementsofdance.org/>

Elements of Dance Video: <https://www.youtube.com/watch?v=UGuD9Geeb2k>

Dancemaker App: <https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8>

List of dance styles and descriptive words: <http://www.dancesteps.com.au/styles/index.php>

Contemporary Dance Vocabulary: <https://www.contemporary-dance.org/dance-terms.html>  
[Glossary of Terms](#)

### **Stage 2 – Assessment Evidence**

Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

[Sample Rubric 1](#)

[Sample Rubric 2](#)

### **Stage 3 – Learning Plan**

#### **Suggested Learning Activities**

- Practice exercises and combinations that build strength, awareness, coordination and control.
- Explore structures such as Follow the Changing Leader, Echoing, Pass the Movement.
- Have the students create a warm up using balance, strength, endurance and flexibility.
- Listen to signals and respond to movement directions.
- Create a warm up using balance, strength, endurance and flexibility
- Choreograph a short dance based on one body part. Include shapes, pathways, axial and locomotor steps.
- Teach a locomotor pattern that includes four of the basic locomotor steps. Have the students vary the pattern by adding arms and backs.
- Create a web of small and large movements in dance, and the parts of the body they engage.
- Have the students create an 8 count movement phrase that accents two of the beats. When completed, have them manipulate the phrase by varying the space, levels and directions.
- Play a variety of songs and try to match the quality of the music to the quality of the movement.

### **Accommodations and Modifications**

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)



**Testing Accommodations:**

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

**English Language Learners:**

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring

- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

#### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students the opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

#### **High Achieving:**

##### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics

- Provide students the opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

### **Technology Integration**

**8.1 Educational Technology:**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Dance Grades 3-5	
Unit 2	Unit 2 History of the Arts and Culture (Grades 3-5)
Suggested Time Frame	Approximately 10 Weeks
Overview / Rationale	

In this unit students will examine the cultural origins of a variety of dance forms from around the world by conducting short research projects. Students will learn a dance from one's heritage and teach it to the class, explaining when and by whom the dance is performed, and its cultural significance.

### Stage 1 – Desired Results

#### ***Established Goals:***

#### **New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts**

- 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

#### **Essential Questions:**

- How has the role of dancing been an outlet for expressing feelings of joy in spite of harsh circumstances, and for giving a shared form of sadness?
- What are the origins and meanings of different dances throughout history?
- What are the cultural influences of certain dances?
- What are the similarities and differences among various dances throughout history in relation to the ideas and perspectives of the people from which the dances originate?
- How are aspects of culture expressed through dance?

## Student Learning Objectives

*Students will be able to:*

- Describe who dances a dance, and where, when and why it is danced.
- Examine the cultural origins of a variety of dance forms from around the world.
- Identify clues about history and culture in dance movements, costuming and musical accompaniment.
- Identify and research the significant contributions of a cultural social dance and its impact on today's social dances
- Explore themes, values, and beliefs that are reflected in a dance.
- Observe commonalities and differences in group, circle and chain dances in content in relation to societal beliefs and values.
- Create and share a group, circle or chain dance influenced by the social practices of a specific culture demonstrating clear content and form.
- Perform group, circle, or chain dances from various world cultures.

**In this unit plan, the following 21st Century Life and Careers skills are addressed:**

Check ALL that apply – 21 <sup>st</sup> Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <b>Career Ready Practices</b>	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers		E, T	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		T	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		T, A	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		T	CRP11. Use technology to enhance productivity.
	Career Preparation		T, A	CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>				

**New Jersey Student Learning Standards for Social Studies**

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

**New Jersey Student Learning Standards for English Language Arts**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Teacher Resources**

Dance Texts: <https://www.readworks.org/find-content#!q:Dance/g:/t:0/f:0/pt:/features:/>

Dance Artifacts:

<https://digitalcollections.nypl.org/collections/dance-in-photographs-and-prints#/?tab=navigation>

The Evolution of Dance:

[https://www.ted.com/talks/the\\_lxd\\_in\\_the\\_internet\\_age\\_dance\\_evolves/up-next#t-408223](https://www.ted.com/talks/the_lxd_in_the_internet_age_dance_evolves/up-next#t-408223)

Article: What is Hip Hop? [https://www.educationworld.com/a\\_lesson/what-is-hip-hop.shtm](https://www.educationworld.com/a_lesson/what-is-hip-hop.shtm)

PBS Resources: [https://nj.pbslearningmedia.org/search/?q=Dance&selected\\_facets=](https://nj.pbslearningmedia.org/search/?q=Dance&selected_facets=)

[TED Talk: Why Do We Dance?](#)

[Navajo Bow and Arrow Dance](#)

[Dancing on the Freedom Trail](#)

[Telling a Story Through Dance](#)

[Glossary of Terms](#)

**Stage 2 – Assessment Evidence**



- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.
- Evaluate written reflections on dance principles, including reports and journal responses, using a student-created rubric.
- Additional Assessments may include:
  - Analyzing primary source documents on the history of certain dances and the cultures of origin.
  - Conduct short research projects on the cultural origins of dance to support analysis, reflection, and research
  - Use technology to create a presentation on the impact of dance on specific groups of people and historical events.

### **Stage 3 – Learning Plan**

#### **Suggested Learning Activities**

- Maintain a dance journal that includes responses to performances, vocabulary lists, drawings and notation.
- Learn a dance from one's heritage and teach it to the class, explaining when and by whom the dance is performed, and its cultural significance.
- Learn elements of a dance style (e.g., Tap, Modern Dance) and examine its roots.
- Research the originator of a technique.
- Research a specific dancer/choreographer with a guided group using appropriate websites, and create a summary.
- Watch a live performance or video of ritual or ceremonial dance.
- Learn and perform an authentic ceremonial or ritual dance (e.g. Ve David from Israel, Troika from Russia or Hasapikos from Greece).
- Create a simple ritual or ceremonial dance by studying a particular culture. Use the elements based on that culture to create the movement for the dance.

### **Accommodations and Modifications**

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

**Testing Accommodations:**

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

**English Language Learners:**

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring

- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

#### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students the opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

#### **High Achieving:**

##### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics

- Provide students the opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

**8.1 Educational Technology:**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Dance Grades 3-5	
Unit 3	Choreography and Performance (Grades 3-5)
Suggested Time Frame	Approximately 10 Weeks
Overview / Rationale	

In this unit students will build an understanding of choreographic devices and create a short dance incorporating several movement phrases with a beginning, middle and end. Students will explore improvisational movements of the joints in the body, create a dance with a partner that is focused on joint action then perform and analyze the dance.

### Stage 1 – Desired Results

#### ***Established Goals:***

#### **New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts**

- 1.1.5.A.2 Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
- 1.1.5.A.3 Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
- 1.3.5.A.2 Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.
- 1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
- 1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.
- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

#### **Essential Questions:**

- How have we participated in this unit as dancers and choreographers?

#### **Student Learning Objectives**

*Students will be able to:*

- Select themes, discuss and plan, and develop movement in collaboration with peers, in partners and in small groups.
- Create a short dance with peers incorporating several movement phrases with a beginning, middle and end.
- Understand choreographic devices (repetition) and structures (theme and variation).

**In this unit plan, the following 21st Century Life and Careers skills are addressed:**

Check ALL that apply – 21 <sup>st</sup> Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <b>Career Ready Practices</b>	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers		E	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		E	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		E, A	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.



<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration			CRP11. Use technology to enhance productivity.
X	Career Preparation		T, A	CRP12. Work productively in teams while using cultural global competence.

### Interdisciplinary Connections

#### New Jersey Student Learning Standards for English Language Arts

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### New Jersey Student Learning Standards for Physical Education

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

### Teacher Resources

Teaching Rhythm in Dance: Ideas and Exercises:

<https://www.tututix.com/teaching-rhythm-dance/>

Dancemaker App: <https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8>

Heartbeat Dances: <https://www.youtube.com/watch?v=x5oq4ErAmW0>

The Skeleton Dance: <https://www.youtube.com/watch?v=Jpvuqj5nv6U>

Contemporary Dancing for Beginners: <https://www.youtube.com/watch?v=KstgOWbM6vk>

Hip Hop Dance Moves for Kids:

<https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/>

Indian Folk Dance: <http://www.youtube.com/watch?v=-knKCPnRpR0>

Latin Folk Dance: <http://www.youtube.com/watch?v=qihYdSsLhXo>

Russian Folk Dance: <http://www.youtube.com/watch?v=niY0GZpQQSI>

[Glossary of Terms](#)

## Stage 2 – Assessment Evidence

Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

[Sample Rubric 1](#)

[Sample Rubric 2](#)

## Stage 3 – Learning Plan

### Suggested Learning Activities

- Improvise collaboratively on a theme.
- Create a dance with peers, using group formations, a variety of locomotor and non-locomotor movements, expressive dynamics and changing spatial paths.
- Dance with responsiveness to rhythm, tempo and mood of music.
- Work in silence or in relation to text.
- Create a set of agreed-upon criteria for evaluating dance with teacher and peers.
- Improvise non-metric and breath rhythms alone, with a partner and with a group. Add voice, sound, percussion or music.
- Compare and contrast works by choreographers.
- Improvise movements of the joints in the body. Then create a dance with a partner that is focused on joint action. Perform and analyze the dance.
- Create an individual 8 count locomotor and axial movement phrase. Teach the phrase to a partner. Join with another group to combine four movement phrases to create a 32 count phrase. Perform and reflect.

## Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

### Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner

- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### **Testing Accommodations:**

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins

- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

#### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students the opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

#### **High Achieving:**

##### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching

- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students the opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Technology Integration
<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>

Dance Grades 6-8	
Unit 1	Elements of Dance and Kinesthetic Movement (Grades 6-8)
Suggested Time Frame	2-3 Weeks
Overview / Rationale	

In this unit students will recognize the different choreographic structures. Students will analyze the manipulation of elements of dance used for choreographic intent. Students will create and demonstrate a solo or group dance composition which blends variety in body patterns, range of motion, varied balances, variation in the elements of dance, and proper body mechanics.

### **Stage 1 – Desired Results**

#### ***Established Goals:***

#### **New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts**

- 1.1.8.A.1 Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
- 1.1.8.A.2 Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.
- 1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.
- 1.3.8.A.1 Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.
- 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
- 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

#### **Essential Questions:**

- What social relationships and roles are implied by the facings, contact, and leader/follower relationships between partners?
- In what ways do my muscles need to work to accomplish this movement?
- How does social dancing affect my aerobic condition? Physical strength?



## Student Learning Objectives

*Students will be able to:*

- Recognize the choreographic structures of contrast and transition, and the process of reordering or of chance in dance masterworks.
- Analyze the manipulation of elements of dance used for choreographic intent in dance master works (e.g., changes in rhythm, proportion, spatial relationships, dynamics etc.).
- Create and demonstrate a solo or group dance composition which blends variety in body patterns, range of motion, varied balances, variation in the elements of dance, and application of major muscle groups and proper body mechanics.
- Manipulate the aspects of time, space and weight to communicate meaning in movement using combinations of effort actions, movement dynamics and qualities to communicate meaning in improvisation and choreographed solo or group works.
- Verbally differentiate the purposes between utilitarian and non-utilitarian dance works.
- Analyze and assess the form, function, craftsmanship and originality of two opposing dance works in the same dance style (e.g., *Bring in da Noise, Bring in da Funk* versus *42nd Street*).
- Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides.

### In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 <sup>st</sup> Century Themes			Indicate whether these skills are: ● E – encouraged ● T – taught ● A – assessed Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers		T	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management		E	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		E, T, A	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		E, T, A	CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>				

### **New Jersey Student Learning Standards for English Language Arts**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### **New Jersey Student Learning Standards for Physical Education**

2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

### **Teacher Resources**

- Choreographic Structure:  
<http://www.artsalive.ca/en/dan/make/toolbox/formstructure.asp> Book: Dance Composition Basics- Capturing the Choreographer's Craft By Pamela Sofras
- Application: 8 Counts - <https://itunes.apple.com/us/app/8counts/id379903606?mt=8>
- Video: *Bring in da Noise, Bring in da Funk*:  
[https://www.youtube.com/watch?v=Dp\\_bM\\_c-BT0](https://www.youtube.com/watch?v=Dp_bM_c-BT0)
- Video: 42nd Street: <https://www.youtube.com/watch?v=R8Q7vcnU9nc>
- ArtsAlive Website: <http://artsalive.ca/en/>
- Great performances PBS: <http://www.pbs.org/wnet/gperf/>
- Dance Styles: <http://justdanceballroom.com/styles.asp>
- Contemporary Dance Vocabulary:  
<https://www.contemporary-dance.org/dance-terms.html>
- [Glossary of Terms](#)

### **Stage 2 – Assessment Evidence**

- Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”
- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

[Sample Rubric 1](#)

[Sample Rubric 2](#)

### **Stage 3 – Learning Plan**

#### **Suggested Learning Activities**

- Manipulate movement phrases with devices such as repetition, inversion, retrograde.
- Explore structures such as Call and Response, Flocking.
- Teach a movement phrase that includes strength, flexibility and endurance. Have the students alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities. Analyze how varying the use of force affects the way a movement feels, is perceived, and is interpreted.
- Teach a complex locomotor and axial sequence. Have the students alter the sequence’s breath and metric rhythms, spatial directions, shaping of the body and energy qualities.
- Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections.
- Execute movement sequences in a variety of dance forms with accuracy.
- Make spontaneous choices in a dance partnering with sensitivity to the partner.
- Explain the technical demands of a style.
- Learn vocabulary related to descriptive and technical dance terms.
- Create a document to highlight dances studied.

### **Accommodations and Modifications**

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### **Testing Accommodations:**

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers

- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

**Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students the opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

**High Achieving:****Extension Activities**

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students the opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

**Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions

- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

## Technology Integration

### 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.



8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Dance Grades 6-8	
Unit 2	History of the Arts and Culture (Grades 6-8)
Suggested Time	2-3 Weeks

<b>Frame</b>	
--------------	--

<b>Overview / Rationale</b>
In this unit students will understand the impact dance has had on culture and society throughout history. Students will observe and contrast social and cultural values from past and contemporary choreographers. Students will research and perform world dance styles and be able to create a “family tree” of a dance form of their choice.

<b>Stage 1 – Desired Results</b>
<p><b><i>Established Goals:</i></b></p> <p><b>New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts</b></p> <p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies</p> <p>1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>

**Essential Questions:**

- How do new social dances and variations on social dance steps arise?
- What impact has dance had on culture and society throughout history?
- What are the similarities and differences among dances of various cultures?
- What role does dance play in the culture of a specific country or region?
- What are dance styles and how are they categorized in genres?
- What are the technical demands of the various styles of dance?
- How is dance language used to describe specific aesthetic differences and similarities between styles and artists?
- How is music and style connected?
- How are forms of dance influenced by time, place and people?

**Student Learning Objectives**

*Students will be able to:*

- Analyze the impact of the advent of video technology and its influence on dance innovations (e.g., dance in movies; dance in music videos; dance on TV; dance in reality shows).
- Compare and contrast the use of spatial patterning and relationships in past and contemporary dance works from world cultures (e.g., French Baroque verses Alwin Nikolais's illusionary space).
- Observe how social and cultural values, from past and contemporary choreographers (e.g., Ruth St. Denis- exoticism, Katherine Dunham-Afro-Caribbean dance heritage, Erik Hawkins-examination of native American culture, Bill T. Jones-contemporary African-American condition etc.), influenced the dynamics of their works.
- Trace the social and political impact on the culture of the arts and as well as artists impact on culture in the 20th and 21st centuries (e.g., Jazz Dance; Musical Theatre; Tap Dance; Hip Hop; Ballroom Dance etc.).
- Research and perform dances that illustrate similar and/or contrasting styles associated with technological advances, world dance styles, and the socio-political impact of artists on cultures.

**In this unit plan, the following 21st Century Life and Careers skills are addressed:**

**Check ALL that apply –**

**21<sup>st</sup> Century Themes**

**Indicate whether these skills are:**

- **E – encouraged**
- **T – taught**
- **A – assessed**

			<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>			CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers		T	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		T	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		T	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.

X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		T, A	CRP11. Use technology to enhance productivity.
	Career Preparation		T, A	CRP12. Work productively in teams while using cultural global competence.

### Interdisciplinary Connections

#### New Jersey Students Learning Standards for English Language Arts

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Teacher Resources

Dance Texts: <https://www.readworks.org/find-content#!q:Dance/g:/t:0/f:0/pt:/features:/>

Dance Artifacts:

<https://digitalcollections.nypl.org/collections/dance-in-photographs-and-prints#/?tab=navigation>

The Evolution of Dance:

[https://www.ted.com/talks/the\\_lxd\\_in\\_the\\_internet\\_age\\_dance\\_evolves/up-next#t-408223](https://www.ted.com/talks/the_lxd_in_the_internet_age_dance_evolves/up-next#t-408223)

Article: What is Hip Hop? [https://www.educationworld.com/a\\_lesson/what-is-hip-hop.shtml](https://www.educationworld.com/a_lesson/what-is-hip-hop.shtml)

PBS Resources: [https://nj.pbslearningmedia.org/search/?q=Dance&selected\\_facets=](https://nj.pbslearningmedia.org/search/?q=Dance&selected_facets=)

Interpreting Mythology Through Dance:

[https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Interpreting\\_Mythology\\_Through\\_Dance](https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Interpreting_Mythology_Through_Dance)

Video: How to Dance Through Time- The Elegance of Baroque

<https://www.youtube.com/watch?v=9wIU4PP1eUI>

[Glossary of Terms](#)

### Stage 2 – Assessment Evidence

- Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”
- Create PowerPoint presentations on choreographers who greatly impacted dance.
- Evaluate written reflections on dance principles, including reports and journal responses, using a student-created rubric.
- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.
- Additional Assessments may include:
  - Analyzing primary source documents on the history of certain dances and the cultures of origin.
  - Conduct short research projects on the cultural origins of dance to support analysis, reflection, and research
  - Use technology to create a presentation on the impact of dance on specific groups of people and historical events.

### Stage 3 – Learning Plan

#### Suggested Learning Activities

- Learn social dances from various periods.
- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.
- Reflect upon the emotional response to a dance and use expressive language to report experiences.
- Choose from a “grab bag of countries,” and research the dances of the country chosen.
- Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement.
- Learn and perform an authentic ceremonial or ritual dance (e.g. Hora Agadati from Israel, Tinikling from Philippines or Progressive Circle from USA).
- Read about and view works of Contemporary Modern choreographers and identify influences from other dance genres.

- Research the influence of African-American, Latin/South American, and European on American social dances and social dance music.
- Research the connections between two dance styles.
- Compare and contrast dances by various American choreographers (e.g., Merce Cunningham's Rainforest, Alvin Ailey's To Bird With Love, José Limón's The Moor's Pavane).
- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.
- Make a "family tree" of a dance form, including major artists and dates of significant works.

### **Accommodations and Modifications**

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

#### **Special Education and 504 Plans**

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)

- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### **Testing Accommodations:**

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation



- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

#### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students the opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with

others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students the opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts

- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

### Technology Integration

#### 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

Dance Grades 6-8	
Unit 3	Choreography and Performance (Grades 6-8)
Suggested Time Frame	2-3 Weeks

### Overview / Rationale

In this unit students will create a work with peers using original movement material devices to manipulate phrases with a clear choreographic structure. Together students will perform and analyze characteristics of imagery and representation in various dance works and apply symbolism to a short original choreographic work.

### Stage 1 – Desired Results

#### ***Established Goals:***

#### **New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts**

- 1.1.8.A.3 Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).
- 1.3.8.A.2 Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.
- 1.3.8.A.3 Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.
- 1.3.8.A.4 Use media arts and technology in the creation and performance of short, original choreographic compositions.
- 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

#### **Essential Questions:**

- How do our individual styles affect a group performance?
- How can I recognize this dance to enhance its expressiveness?
- How can I use music more effectively to support my theme?

## Student Learning Objectives

*Students will be able to:*

- Identify the use of arts media in dance master works.
- Manipulate one single effort factor in each effort state combination including: Awake state (space-time), Rhythm State (weight-time), Dream State (weight-flow), Remote State (space-flow), Mobile State (flow-time), Stabile State (space-weight) to communicate a meaning.
- Develop and demonstrate strength, flexibility and coordination with application of anatomically sound body mechanics.
- Analyze/interpret the role and use of technology and media arts to convey meaning in master dance works and create and perform a short solo or group dance composition utilizing technology and media arts (e.g., television, film, video, radio, and electronic media) as catalyst for, in support of, and/or fully integrated within the dance composition.
- Interpret the characteristics of imagery and representation in various dance works and apply symbolism to a short original choreographic work.
- Differentiate the elements of style and design of a traditional and non-traditional dance work and apply conventional and non-conventional elements of style to express new ideas in self-generated choreography.
- Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides.

**In this unit plan, the following 21st Century Life and Careers skills are addressed:**

Check ALL that apply – 21 <sup>st</sup> Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <b>Career Ready Practices</b>	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers		T	CRP2. Apply appropriate academic and technical skills.

	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		T, A	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		T, A	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration			CRP11. Use technology to enhance productivity.
X	Career Preparation		T, A	CRP12. Work productively in teams while using cultural global competence.

### Interdisciplinary Connections

#### New Jersey Students Learning Standards for English Language Arts

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### New Jersey Student Learning Standard for Physical Education

2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

### Teacher Resources

Telling a Story Through Dance:

[http://www.sedl.org/afterschool/lessonplans/index.cgi?show\\_record=125](http://www.sedl.org/afterschool/lessonplans/index.cgi?show_record=125)

Magisto - <https://www.magisto.com/>

Playbook Dance - <https://itunes.apple.com/us/app/playbook.dance/id572038933?mt=8>

Hip Hop Dance Moves for Kids -

<https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/>

Contemporary Dancing for Beginners - <https://www.youtube.com/watch?v=KstgOWbM6vk>

Indian Folk Dance: <http://www.youtube.com/watch?v=-knKCPnRpR0>

Latin Folk Dance: <http://www.youtube.com/watch?v=qihYdSsLhXo>

Russian Folk Dance: <http://www.youtube.com/watch?v=niY0GZpQQSI>

[Glossary of Terms](#)

### Stage 2 – Assessment Evidence

- Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”
- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

[Sample Rubric 1](#)

[Sample Rubric 2](#)

--

<b>Stage 3 – Learning Plan</b>
--------------------------------

<b>Suggested Learning Activities</b>
--------------------------------------

- |   |
|---|
| <ul style="list-style-type: none"> <li>● Create a work with peers using original movement material devices to manipulate phrases, and a clear choreographic structure.</li> <li>● Take video footage of only classmates’ feet and legs as they are rehearsing a dance; repeat with only the upper body; use to revise performance.</li> <li>● With peers, create a video of students dancing to weave into a performance.</li> <li>● Interpret a dance in terms of content (narrative, themed or abstract) and context (theatrical, ritual or social).</li> <li>● Analyze a dance’s content and social/cultural context.</li> <li>● Produce a performance with peers, taking various roles, and analyze the skills needed for such jobs.</li> </ul> |
|---|

<b>Accommodations and Modifications</b>
---

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

**Special Education and 504 Plans**

All modifications and accommodations must be specific to each individual child’s IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice



- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### **Testing Accommodations:**

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary

- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

**Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students the opportunity to make corrections and/or explain their answers

- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students the opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.

- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

### Technology Integration

#### 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

NEPTUNE CITY SCHOOL DISTRICT  
Office of the Chief School Administrator, Principal  
210 West Sylvania Avenue  
Neptune City, NJ 07753

An Affirmative Action Equal Opportunity Employer

2025