



Springfield Public Schools
Springfield, New Jersey 07081

Advanced Dance

Curriculum Guide

2021

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved November 15, 2021*



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey

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Introduction

This template is the product of an initiative led by the New Jersey Department of Education, Office of Academic Standards, in partnership with the New Jersey Association for Supervision and Curriculum Development (NJASCD) and the New Jersey Principals and Supervisors Association (NJPSA). The project was undertaken with the assistance of New Jersey content area supervisors, curriculum coordinators, and teachers during spring-summer 2009. The goal of the project was to design exemplar unit plans and accompanying lesson plans aligned with the New Jersey Student Learning Standards that may be used by districts as models for the development of local curricula.

The Unit Overview Template, which follows, is a tool that can help districts define one unit plan of several that comprise a specific course in the curriculum for any content area. It is designed, once completed, to summarize the content and objectives for the unit, outline lessons and assessments that support the unit, and provide links to documents that facilitate delivery of the unit, such as student materials, background information, resources, and performance rubrics. To see how the units fit together in the design of a course, see the Curriculum Design Template included at the end of this document.

Seven content area Unit Overviews were created as part of the project to serve as exemplar unit plans that are aligned with the New Jersey Student Learning Standards and that assist in achieving the goal of engaging students, fostering achievement, and cultivating 21st century global skills. The units stress the integration of 21st century themes and skills, global perspectives, technology, and cross-curricular connections.

We encourage districts to use the exemplars in conjunction with the curriculum development tools and templates that emanated from this project as models for teaching and learning based on the New Jersey Student Learning Standards.



Unit Overview Template

Content Area:	Dance	Grade Level:	10-12	Unit Title:	Dance Technique (Ballet+Modern)
Unit Summary: Students will develop and demonstrate applied principles of anatomy, dance terms, and technique to initiate movement and ensure safe use of the body. Students will refine all main dance technique areas and specific dance vocabulary related to Modern and Ballet.					
Primary Interdisciplinary Connections: Language Arts, Health, Technology					
21st Century Themes [x] Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ ICT Literacy [x] Information Literacy [x] Life and Career Skills [x] Communication and Collaboration [x]Media Literacy					
Unit Rationale:	This unit will introduce students to complex dance technique concepts that are crucial to developing dance artistry.				
Career Readiness	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).				

Learning Targets

Standards:	DA.9-12.1.1.12acc.Pr ; LA.W.11-12.2; HE.9-12.2.2.12.MSC.3; SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3; 9.2.12.CAP.2; 9.4.12.TL.1
Content Statements:	DA.9-12.1.1.12acc.Pr4 - Selecting, analyzing, and interpreting work. LA.W.11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. HE.9-12.2.2.12.MSC.3- Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness
CPI#:	Cumulative Progress Indicator (CPI):
DA.9-12.1.1.12acc.Pr4a	Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
DA.9-12.1.1.12acc.Pr4b	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
DA.9-12.1.1.12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.



LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
HE.9-12.2.2.12. MSC.3-	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
SEL.PK-12.1 .1	Recognize one's feelings and thoughts
SEL.PK 12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK 12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit Essential Questions:

- How do dancers work with space, time and energy to communicate artistic expression?
- How is the body used as an instrument for technical and artistic expression?
- Who are some well-known Modern and Ballet dancers and choreographers?
- What are the core principles of Modern, and Ballet Dance Techniques?
- How can we apply the principles of Beginning Modern and Beginning Ballet to our choreography?
- What are the basic Ballet and Modern vocabulary?
- What does Kinesthetic Awareness and Alignment mean in dance?

Unit Enduring Understandings:

- Space, time and energy are basic elements of dance.
- The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions.
- Recognize and identify specific dance elements.
- Apply knowledge of counting to teacher guided warm-up exercises.
- Discuss and identify Modern and Ballet techniques and their effect on the development of each genre of modern and ballet dance.
- Provide examples of cultural and historical influences in dance and describe how each interacts.

Unit Learning Targets:

Students will...

- Demonstrate knowledge of the origins of Ballet.
- Discuss and identify Modern and Ballet techniques and their effect on the development of each genre of modern and ballet dance.
- Demonstrate a proficiency in using dance terminology to communicate dance concepts.
- Compare and contrast several modern techniques as they relate to a time in history.



- Identify and recognize 3 choreographers and identify the style of their work and the plot or story of the dances. (Ex. Martha Graham, Alvin Ailey, Misty Copeland ...)
- Demonstrate an awareness of basic alignment principles.

Evidence of Learning

Summative Assessment: After twelve days, students will complete quizzes, tests, and performance assessments.

Equipment Needed: Speaker, Projector

Teacher Resources: <https://www.danceadvantage.net/alignment-refresher/>

Formative Assessments:

- Rubric
- Observation
- Quiz
- Group Work
- Group Discussions
- Journal Entries
- Test

Lesson Plans

Lesson	Time Frame
Lesson 1 Elements of Dance	168 minutes/4 days
Lesson 2 Modern Dance Principles	168 minutes/4 days
Lesson 3 Ballet Dance Principles	168 minutes/4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.alvinailey.org>

<https://www.dancemagazine.com/dance-warm-up-2530531861.html>

<https://www.ballethispanico.org/images/Elements%20of%20Dance.pdf>



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Elements of Dance Time Frame: 168 minutes/4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Projector

Equipment Needed: Speaker, Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and describe dance in their lives and in their communities. - Explore and identify, through movement, the dance elements of body, space, time, energy, and relationships. - Use the elements of dance in purposeful ways to respond to a variety of stimuli. - Share dance movement through informal presentation and identify the use of the elements of dance.	Lesson Sequence - Do Now - Complete dance warm up and discuss the importance of warming up. - Explain the elements of dance. - Complete physical dance exercises to explore the elements. - Watch a video about the elements. - Discuss the exercises and how they may be similar or different from other classes students may have had before.	- Do Now - Observation - Performance - Discussion
Differentiation: - Tiered products will allow students to achieve a product on their level. - Games will be incorporated to promote synthesis of the material.		
Resources Provided: http://www.humankinetics.com/excerpts/excerpts/learn-different-ways-to-create-improvisation https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf		



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Modern Dance Principles Time Frame: 168 minutes/4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Projector for content supported videos.

Equipment Needed: Speaker, Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use the elements of dance to respond to a variety of stimuli. • Identify core principles of Modern and Ballet, and apply them to choreography. • Discuss and identify Modern and Ballet techniques and their effect on the development of each genre. • Reflect about one's own process during class.	Lesson Sequence 1. Introduce Modern dance. 2. Watch videos of multiple dance companies. 3. Complete warm up that incorporates vocabulary. 4. Review vocabulary and concepts. 5. Participate in improvisational and choreographic game in groups. 6. Review guidelines for a dance journal.	• Performance • Group work • Reflections • Observation
Differentiation: • Tiered products will allow students to achieve a product on their level. • Games will be incorporated to promote synthesis of the material. • Multiple intelligence options will support multiple types of learners.		
Resources Provided: • https://www.danceinforma.com/2012/10/28/keeping-a-dance-journal/ • https://guides.lib.byu.edu/c.php?g=216449&p=1429069 • https://www.dancemagazine.com/modern_vs_contemporary-2306900829.html		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Ballet Principles Time Frame: 168 minutes / 4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Laptops for web based research, Cameras

Equipment Needed: Speaker, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Retain facts about the development of Ballet. - Apply knowledge of counting to teacher guided warm-up exercises. - Recognize and identify specific dance elements. - Identify and recognize 3 choreographers and identify the style of their work and the plot or story of the dances. - Demonstrate an awareness of basic alignment principles.	Lesson Sequence - Review the importance of warming up in class. - Written task that requires identifying and applying modern dance principles. - A codified basic ballet class. - Students will watch videos of sample ballet classes. - Quiz on modern and ballet vocabulary.	- Do now - Observation - Performance - Rubric - Quiz
Differentiation: - Project-based learning to create student centered growth. - Tiered products to allow students to work on products on their level. - Varying organizers for instruction.		
Resources Provided: http://www.humankinetics.com/excerpts/excerpts/learn-the-structure-and-distinct-parts-of-ballet-class https://balletmusic.org/wp-content/uploads/2016/11/Structure-of-a-classical-ballet-class.pdf https://www.pbt.org/learn-and-engage/resources-audience-members/ballet-101/basic-ballet-positions/		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 10-12	Unit Title: Dance Technique
Created: Nia Imani Jackson	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Dance	Grade Level:	10-12	Unit Title:	Jazz
Unit Summary: Students will demonstrate core principles and vocabulary in the Jazz technique and identify and discuss the history and context of Jazz dance.					
Primary Interdisciplinary Connections: Health, Technology					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students will learn the history of jazz dance and how it relates to modern and ballet dance forms.				
Career Readiness	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).				

Learning Targets

Standards:	DA.9-12.1.1.12acc.Cn; HE.9-12.2.2.12.MSC.3; SEL.PK 12.2; SEL.PK 12.4; 9.2.12.CAP.2; 9.4.12.TL.1				
Content Statements:	DA.9-12.1.1.12acc.Cn10 - Synthesizing and relating knowledge and personal experiences to create products. HE.9-12.2.2.12.MSC.3- Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). SEL.PK 12.2 -Self-Management SEL.PK 12.4- Responsible Decision Making				
CPI#:	Cumulative Progress Indicator (CPI):				
DA.9-12.1.1.12acc.Cn10a	Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.				
DA.9-12.1.1.12acc.Cn10b	Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.				
DA.9-12.1.1.12acc.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.				
HE.9-12.2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).				
SEL.PK 12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.				
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.				



SEL.PK 12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12. 4.3	Evaluate personal, ethical, safety and civic impact of decisions.
9.2.12.CAP. 2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit Essential Questions:

- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
- What are the core principles of Jazz dance?
- Who are the Jazz dance legends?
- What is the history of Jazz dance?

Unit Enduring Understandings:

- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
- Jazz vocabulary (Ex. Plié, relevé, tendu, chassé, passé, grapevine, cross touch, jazz hands, ball change, point, flex, isolation)
- Jazz legends (Ex. Luigi, Jerome Robbins, Chita Rivera, Bob Fosse, Gwen Verdon, Frank Hatchet)
- Identify and perform basic Jazz movements
- Perform Jazz choreography

Unit Learning Targets:

Students will....

- Learn and demonstrate choreographed jazz warm-up.
- Read about jazz legends and participate in class discussion about readings.
- Observe and discuss video footage of jazz choreographers.
- Learn and perform a jazz routine.

Evidence of Learning

Summative Assessment: After six days, students will complete performance assessments and written assignments.

Equipment Needed: Projector, Laptop, Speaker

Teacher Resources: <https://www.broadwaybox.com/daily-scoop/12-essential-bob-fosse-gwen-verdon-videos-to-see-before-fosseverdon/>

Formative Assessments:

- Quizzes
- Performance Assessments



- Rubrics
- Group Work
- Journal Entries
- Do now

Lesson Plans

Lesson	Time Frame
Lesson 1 Jazz History	84 minutes/2 days
Lesson 2 Jazz Concepts	84 minutes/2 days
Lesson 3 Performance	84 minutes/2 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://educationcloset.com/wp-content/uploads/2015/05/History-of-Jazz.pdf>

https://www.dancespirit.com/do_you_know_your_jazz_history-2326034657.html

<https://www.tes.com/teaching-resource/new-a-level-dance-american-jazz-dance-timeline-1167655>



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Jazz History Time Frame: 84 minutes/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Technology

Integration of Technology: Laptop for web based research

Equipment Needed: Speaker, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and perform basic Jazz movements. - Memorization and performance jazz warm-up. - Read about jazz legends and participate in class discussion.	Lesson Sequence - Introducing Jazz History. - Watch Jazz dance videos. - Complete Jazz exercises while learning the vocabulary. - Create a history timeline. - Discuss the evolution of jazz dance. - Read articles that support the content.	- Discussion - Exit Tickets - Comprehensive Questions
Differentiation: - Goal setting with students to establish a plan for the lesson. - Varied supplemental materials for various types of learners.		
Resources Provided: https://www.pbs.org/wnet/broadway/stars/bob-fosse/ https://www.broadwayworld.com/people/Chita-Rivera/ https://1.cdn.edl.io/SGoAFvT5tQEZLw1vo7FbkpZZ6ouurl76bNZZdotgDFLioeAEo.pdf		



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Jazz Concepts Time Frame: 84 minutes/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Technology

Integration of Technology: Videos

Equipment Needed: Projector, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and perform basic Jazz movements. - Recognize and discuss Jazz legends. - Physically apply Jazz vocabulary.	Lesson Sequence - Review historical facts about Jazz dance. - Complete Jazz specific warm up. - Identify vocabulary used in the warm up. - Learn about dance concepts (Ex. Balance, extension, contraction). - Perform exercises across the floor. - Participate in a group discussion.	- Do Now - Group Discussion - Observation - Performance
Differentiation: - Tiered activities /assignments to aid students to reach specific skills based on their level. - Varying organizers for multiple types of learners. - Multiple intelligence options to gain different perspectives on topics.		
Resources Provided: https://1.cdn.edl.io/SGoAFvT5tQEZLw1vo7FbkpZZ6ouurl76bNZZdotgDFLioeAEo.pdf https://www.rockettes.com/blog/how-to-spot-your-dance-turns/ https://dance.lovetoknow.com/Jazz_Dance_Terminology		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Performance Time Frame: 84 minutes/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Technology

Integration of Technology: Websites to share videos and articles.

Equipment Needed: Speaker, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Memorize and perform jazz warm-up. - Learn and perform a jazz routine choreographed by the teacher. - Perform codified Jazz steps (Ex. Plié, relevé, tendu, chassé, passé, grapevine, cross touch, jazz hands, ball change, point, flex, isolation, turns).	Lesson Sequence - Do Now/quiz reviewing history and vocabulary. - Perform warm up to be assessed by the performance rubric. - Perform Jazz choreography in small groups. - Receive critique and feedback on their performance.	- Do Now - Performance - Quiz
Differentiation: - Multiple intelligence options to gain various perspectives on the concepts. - Leveled rubrics and tiered products to match student's level.		
Resources Provided: https://libguides.cmich.edu/c.php?g=104240&p=675846 https://etc.usf.edu/dance/ https://dance.lovetoknow.com/Jazz_Dance_Terminology		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 10-12	Unit Title: Jazz dance
Created: Nia Imani Jackson	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Dance	Grade Level:	10-12	Unit Title:	World Dance
Unit Summary: There are secular dances for everyone—dances for special occasions, dances at marriages, at births, or at the naming of a child. Through these dance performances people learn about what it means to belong to a community. Dance in different cultures are considered rites of passage at various stages of a person’s life.					
Primary Interdisciplinary Connections: Language Arts, Health, Technology					
21st Century Themes [x] Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ ICT Literacy [x] Information Literacy [x] Life and Career Skills [x] Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students will connect world dances with the culture they represent through learning the basic movement vocabulary of a variety of world dances.				
Career Readiness	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).				

Learning Targets

Standards:	DA.9-12.1.1.12acc.Re; LA.W.11-12.2; HE.9-12.2.2.12.MSC.3; SEL.PK-12.1 .3, SEL.PK-12.1 .4, SEL.PK-12. 3.1, SEL.PK-12. 3.2, SEL.PK-12.4. 2 ; 9.2.12.CAP.2; 9.4.12.TL.1
Content Statements:	DA.9-12.1.1.12acc.Re7 - Perceiving and analyzing products. SOC.6.1.12 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. LA.W.11-12.2- Range of Writing LA.W.11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. HE.9-12.2.2.12.MSC.3- Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). SEL.PK-12.1: Self-Awareness SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making
CPI#:	Cumulative Progress Indicator (CPI):
DA.9-12.1.1.12acc.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.



DA.9-12.1.1. 12acc.Re7b	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.
DA.9-12.1.1. 12acc.Re8	Interpreting intent and meaning.
LA.W.11-12. 2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
LA.W.11-12. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
HE.9-12.2.2 .12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
SEL.PK-12. 1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings and perspectives of others.
9.2.12.CAP. 2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit Essential Questions:

- How is a dance understood?
- How is dance related to life and culture?
- How are dances/techniques related to their cultures?
- How are some dances/techniques unique to certain cultures?
- How does culture shape dance?
- What are some similarities and differences between two world dances?

Unit Enduring Understandings:

- Dance is perceived and analyzed to comprehend its meaning.
- Expanding physical and verbal dance vocabulary helps dancers analyze and interpret dance experience.
- Dance is used to build the community and spread cultural history.
- African dance is a ritualistic dance form.
- Facilitate a discussion about dance technique, culture, and history.

Unit Learning Targets:

Students will....



- Discuss the history and purpose of the selected world dances.
- Demonstrate basic dance steps from the selected world dances.
- Observe and discuss video footage of selected world dances.
- Compare and contrast movement from the dances of at least two different cultures.

Evidence of Learning

Summative Assessment: After twelve days, students will complete performance assessments and written assignments.

Equipment Needed: Laptops, Projector

Teacher: Laptop, Dance Concert Videos

Resources:

Formative Assessments:

- Video Dance Critique
- Group Discussions
- Do Now
- Quiz
- Journal
- Exit Tickets

Lesson Plans

Lesson	Time Frame
Lesson 1 African	168 minutes/4days
Lesson 2 Research Project	168 minutes/4days
Lesson 3 World Dance Presentation	168 minutes/4days

Teacher Notes:

Create a list of world dance forms for students to research.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.ket.org/artstoolkit/dance/>

<https://www.worldatlas.com/articles/famous-dance-forms-from-around-the-world.html>



Lesson Plan 1 Template

Content Area: Dance Lesson Title: African Time Frame: 168 minutes/4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Laptops

Equipment Needed: Speaker, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the history and purpose of African Dance. - Develop movement and rhythmic patterns in learning a structured dance. - Develop self and body awareness: a sense of total involvement in the learning experience. - Physically explore and understand what culture is through dance.	Lesson Sequence - Respond to a journal entry. - Discuss how dance is used in different cultures. - Learn African dance exercises. - Create dance combination, in groups, using an African dance theme as their stimuli. - Perform their combinations. - Identify which African theme each group used.	- Journal - Discussion - Observation - Group Work
Differentiation: - Group investigations promote student centered learning. - Alternative assessments to match student goals.		
Resources Provided: https://www.youtube.com/watch?reload=9&v=K9cPJsou6_c https://www.artsandscience.org/keeping-african-dance-alive-in-charlotte/		



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Research Project Time Frame: 168 minutes/4days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Laptops, Online Databases

Equipment Needed: Speaker, Projector, Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate basic dance steps from African dance. • Students will choose a country that has not been studied during class and will research and present information about a cultural dance from that country. • Learn and perform traditional movement and choreography from a world dance.	Lesson Sequence 1. Do Now: Reviewing African dance concepts. 2. Perform across the floor and center exercises while applying African dance technique. 3. Split up into pairs to research another world dance form. 4. Use in class resources and websites to create a powerpoint about the dance form of their choice. 5. Answer research questions about their dance form.	• Do Now • Performance • Powerpoint • Worksheet
Differentiation: • Independent research and projects to promote inquiry based learning. • Project-based learning to promote student centered learning. • Flexible grouping for students.		
Resources Provided: • http://artsassessmentforlearning.org/dance/dance-projects/ • https://www.contemporary-african-art.com/african-drums.html		



Lesson Plan 3 Template

Content Area: Dance	Lesson Title: World Dance Presentation	Time Frame: 168 minutes/4days
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Lesson Components

21st Century Themes

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
[x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
[x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy [x] ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Laptops, PowerPoint

Equipment Needed: Laptop, Projector, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Physically explore and understand what culture is through dance. - Discuss the history and purpose of the selected world dances. - Compare and contrast movement from the dances of at least two different cultures. - Present information about a cultural dance from a specific country.	Lesson Sequence - Review their presentations. - Complete a Venn diagram to compare and contrast African dance to the world dance form they are presenting. - Present their powerpoint and either teach a dance or perform for the class. - Complete rubric for each presenting group.	- Venn Diagram - Rubric - Presentation - Discussion Questions - Powerpoint
Differentiation: Use of collaboration for various activities. Varied product and leveled rubrics to match student goals.		
Resources Provided: https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=Y23855		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 10-12	Unit Title: World Dance
Created: Nia Imani Jackson	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Dance	Grade Level:	10-12	Unit Title:	Improvisation/ Choreography
Unit Summary: The students will synthesize improvisational skills with choreographic devices, structures, and elements to create a dance work. Across the unit, students will learn basic elements of locomotor skills, incorporate the concepts of space, time, and energy; experiment with floor patterns, while collaborating in small groups to create a dance that links improvised movements to a choreographic structure.					
Primary Interdisciplinary Connections: Language Arts, Health, Technology 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students will become aware of how to generate their own ideas and choreography to create their own dance work.				
Career Readiness	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).				

Learning Targets

Standards:	DA.9-12.1.1.12acc.Cr1.D; LA.W.11-12.2; HE.9-12.2.2.12.MSC.3; SEL.PK-12.1, SEL.PK-12. 2, SEL.PK-12. 5; 9.2.12.CAP.2; 9.4.12.TL.1
Content Statements:	DA.9-12.1.1.12acc.Cr1 -Generating and conceptualizing ideas HE.9-12.2.2.12.MSC.3- Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). LA.W.11-12- Range of Writing LA.W.11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.5: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
DA.9-12.1.1.12acc.Cr1a	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
DA.9-12.1.1.12acc.Cr1b	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.



DA.9-12.1.1. 12acc.Cr2a	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
DA.9-12.1.1. 12acc.Cr2b	Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.
LA.W.11-12. 2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
LA.W.11-12. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
HE.9-12.2.2 .12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
SEL.PK-12. 1.1	Recognize one's feelings and thoughts
SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12. 5.1	Establish and maintain healthy relationships
9.2.12.CAP. 2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit Essential Questions:

- Where do choreographers get ideas for dances?
- How can improvisation lead to composition?
- What are the choreographic structures, devices, and elements?
- How do we structure a dance?
- How do professional choreographers use the choreographic devices, structures, and elements to convey meaning?

Unit Enduring Understandings:

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Respond appropriately to improvisational prompts and activities.
- Create short dance studies based on improvisation.
- Describe and apply choreographic devices, structures, and elements to improvisation and choreography.

Unit Learning Targets:

Students will....

- Perform improvised movements.
- Create movements based on predetermined rules.



- Structured improvisation context.
- Respond to structure and other dancers.

Evidence of Learning

Summative Assessment: After twelve days, students will complete quizzes, tests, and performance assessments.

Equipment Needed: Laptop

Teacher Content related articles

Resources:

Formative Assessments:

- Rubrics
- Performance
- Observation
- Journal Entries
- Do Now
- Group Work

Lesson Plans

Lesson	Time Frame
Lesson 1 Improvisation	126minutes / 3 days
Lesson 2 Choreographic Devices	126 minutes /3 days
Lesson 3 Choreography Project	126 minutes /3 days
Lesson 4 Critical Response Method/ Performance	126 minutes/3 days

Teacher Notes:

Timelines may need to be adjusted based on students' progress.



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Improvisation Time Frame: 126 minutes/3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Videos will be used as visual examples of improvisation concepts.

Equipment Needed: Speaker, Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use meaning, intent, and stimuli to create and develop dance works. • Create movement phrases based on predetermined rules/guidelines. • Respond to, reflect upon, and analyze new dance works, reconstructions, and masterpieces.	Lesson Sequence 1. Introduction to dance improvisation tasks. 2. Participate in improvisation games. 3. Stimuli will be used to evoke different movement options. 4. Reflect on their process. 5. Choreography will be developed from improvisational studies. 6. Watch videos of improvisational based performances.	• Check for Understanding • Observation • Performance • Rubric
Differentiation: • Games and tournaments to help recall content. • Group investigations to promote student centered discovery. • Multiple intelligence options to support various types of learners.		
Resources Provided: • http://www.youtube.com/watch?v=kbyBrCOPeBE • http://www.artsalive.ca/en/dan/make/index.asp • http://www.decodanz.co.uk/resources/Freebies/Prep-for-Performance---Sho-Botham---decodanz.pdf		



Lesson Plan 2 Template

Content Area: Dance	Lesson Title: Choreographic Devices	Time Frame: 126 minutes/ 3 days
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Lesson Components

21st Century Themes

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
[x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
[x] Life and Career Skills [x] Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Students will use the internet to watch improvisational videos, to explore the different ways improvisation is used in multiple styles of dance.

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe and apply choreographic devices, structures, and elements to improvisation and choreography. - Create a dance work utilizing choreographic devices, structures and principles. - Analyze professional works for their clear use of choreographic devices, structures, and elements.	Lesson Sequence - Participate in various improvisational exercises focused on teaching elements of choreography. - Watch video footage of dance works that clearly display use of choreographic structures and devices. - Create a dance work that utilizes different choreographic elements, structures, and devices. “Works in Progress” showing of dance works. - Engage in conversation about the elements, devices, and structures in their work.	- Performance - Group Discussion - Group Work - Choreography Checklist
Differentiation: Alternative assessments for various levels. Interest groups to promote inquiry based learning. Leveled rubrics to match student goals.		
Resources Provided: https://www.tandfonline.com/doi/abs/10.1080/14647890120100809 https://www.tes.com/teaching-resource/choreographic-devices-dance-11352863		



Lesson Plan 3 Template

Content Area: Dance	Lesson Title: Choreography Project	Time Frame: 126 minutes /3 days
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Lesson Components

21st Century Themes

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
[x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
[x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Students will use music from the internet to support their choreography.

Equipment Needed: Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Create and document a dance sentence using dance vocabulary and dance terms. - Demonstrate choreographic structures within a dance composition. - Verbally explain the process of integrating choreographic structures within a self –made composition.	Lesson Sequence - Review their own choreography and document their dance structure. - Review rubric and guidelines for the choreography project. - Work on choreography project in groups. - Check in discussion about the project.	- Written Assignment - Observation - Rubric - Discussion
Differentiation: - Personal agendas and group investigations will be used to monitor student progress. - Multiple intelligence options to support various learners.		
Resources Provided: https://www.bbc.com/news/entertainment-arts-26869406 https://www.nyfa.edu/student-resources/how-to-choreograph-a-dance-when-you-are-stuck/		



Lesson Plan 4 Template

Content Area: Dance Lesson Title: Critical Response Time Frame: 126 minutes
 Method/
 Performance /3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Students will use music from the internet to support their choreography.

Equipment Needed: Speaker, Chart Paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Continue developing a sense of choreographic and improvisational skills. - Respond to structure and other dancers. - Provide critiques using the Critical Response Method. - Revise their choreographic work based on feedback. - Explain choreographic progress. - Perform choreographic work.	Lesson Sequence - Watch choreography videos and answer questions. - Introduce the Critical Response Method. - Use the Critical Response Method to analyze choreography projects. - Revise work by implementing corrections and feedback. - Perform choreography with implemented feedback. - Journal entry about choreography process.	- Question and Answer - Participation - Turn and Talk - Self -reflection - Performance - Journal
Differentiation: - Break lessons and assessment into multiple steps to support retention and build skills. - Sentence Starters to support class discussions.		
Resources Provided: https://cdn.ymaws.com/ipayweb.org/resource/collection/25263331-00F9-4E8F-B2AF-0678F2FFEB65/Critical%20Response%20Handout.pdf		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 10-12	Unit Title: Improvisation / Choreography
Created: Nia Imani Jackson	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Dance	Grade Level:	10-12	Unit Title:	Career Connections
Unit Summary: Students will explore possible career pathways in dance. Students will develop a resume. Students will engage in a research project to learn about summer dance programs, college dance programs, or career pathways.					
Primary Interdisciplinary Connections: Language Arts, Technology					
21st Century Themes [x] Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ ICT Literacy [x] Information Literacy [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy					
Unit Rationale:	The study of dance prepares students in 21 st century skills enabling them pursue career pathways in dance, dance related fields, or other careers.				
Career Readiness	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).				

Learning Targets

Standards:	DA.9-12.1.1.12acc.Cn; LA.W.11-12.2; SEL.PK 12.2; SEL.PK 12.4; 9.2.12.CAP.2; 9.4.12.TL.1				
Content Statements:	DA.9-12.1.1.12acc.Cn10 - Synthesizing and relating knowledge and personal experiences to create products. LA.W.11-12.2- Range of Writing LA.W.11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SEL.PK 12.2 -Self-Management SEL.PK 12.4- Responsible Decision Making				
CPI#:	Cumulative Progress Indicator (CPI):				
DA.9-12.1.1.12acc.Cn10 a	Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.				
DA.9-12.1.1.12acc.Cn10 b -	Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.				
DA.9-12.1.1.12acc.Cn11a	Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate.				



LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choice.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit Essential Questions:

- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
- How are careers in the field of dance?
- How can the skills I developed in dance transfer to other careers and life?
- How does a dancer prepare for advanced study?
- What types of resources can dancers access?

Unit Enduring Understandings

- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
- In addition to professionalizing to become a dancer, there are many dance related career pathways.
- Skills developed in dance can be applied to all fields of study.
- Investigate various dance related careers through a variety of research methods and techniques.

Unit Learning Targets:

Students will....

- Identify components of the resume.
- Develop a professional portfolio.
- Investigate dance related careers.



Evidence of Learning

Summative Assessment: After ten days, students will complete quizzes, tests, and performance assessments.

Equipment Needed: Laptops, Books, Projector

Teacher Computer, Research Materials

Resources:

Formative Assessments:

- Group Discussions
- Checklists
- Observation
- Rubric
- Peer Evaluation
- Project

Lesson Plans

Lesson	Time Frame
Lesson 1 What is a Dance Portfolio?	84/2days
Lesson 2 Dance Career Pathways	168 minutes/4days
Lesson 3 Career/College Research Project	168 minutes/4days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.onedanceuk.org/wp-content/uploads/2017/02/Careers-Guide-Digital-version.pdf>

<https://www.nyfa.edu/student-resources/dance-related-careers/>

<https://collegegrad.com/careers/dancers-and-choreographers>



Lesson Plan 1 Template

Content Area: Dance	Lesson Title: What is a Dance Portfolio?	Time Frame: 82minutes/2 days
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Lesson Components

21st Century Themes

[x] Global Awareness [x] Financial, Economic, Business and Entrepreneurial Literacy
 [x] Civic Literacy ☐ Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
 [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Students will use laptops to review and create a dance portfolio.

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify components of the resume: biographical information, education, training, performance credits, choreography credits, and honors/ awards. - Analyze examples of poor and effective resumes. - Design a resume with the following components: biographical information, education, training, performance credits, choreography credits, and honors/ awards.	Lesson Sequence - Introduce what a dance portfolio is and how it is used. - Show students examples of different types of portfolios. - Give students guidelines to create their own resume. - Give peer feedback on resumes for revision. - Journal about dance career pathways.	- Individual and collaborative discussion - Question and Answer - Conferencing with peers - Journal Entry
Differentiation: Students can have the option for flexible grouping. Goal setting with students based on level. Think-Pair-Share to share ideas. Varied journal prompts for the journal entry.		
Resources Provided: https://www.pointemagazine.com/dance-resume-how-to-2541920413.html https://calarts.edu/admissions/portfolio-audition-requirements/dance		



Lesson Plan 2 Template

Content Area: Dance	Lesson Title: Dance Career Pathways	Time Frame: 168minutes/4 days
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Lesson Components

21st Century Themes

[x] Global Awareness [x] Financial, Economic, Business and Entrepreneurial Literacy
[x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
[x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Websites will be used to analyze salary guides and career descriptions.

Equipment Needed: Laptops, Projectors

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Research training programs, college dance programs, or career pathways through online and print resources. - Analyze dance career paths. - Evaluate personal needs and goals through self reflection.	Lesson Sequence - Review Journal and create dance career goals. - Analyze career paths and different types of training methods. - Review college programs that support dance careers. - Research dance companies - Compare class research to personal goals.	- Journal - Discussion - Question and Answer
Differentiation: Students can pick topics based on their interests. Career goals will be decided with one-on-one discussions with the instructor.		
Resources Provided: https://collegegrad.com/careers/dancers-and-choreographers https://blog.steezy.co/how-to-set-and-achieve-your-dance-goals/		



Lesson Plan 3 Template

Content Area: Dance	Lesson Title: Career/College Research Project	Time Frame: 168minutes/4 days
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Lesson Components

21st Century Themes

[x] Global Awareness [x] Financial, Economic, Business and Entrepreneurial Literacy
 [x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
 [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Students will use the internet to research career paths to present to the class.

Equipment Needed: Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Research training programs, college dance programs, or career pathways through online and print resources. - Analyze dance career paths. - Create a presentation to share research.	Lesson Sequence - Review Career pathways. - Introduce research project. - Review rubric. - Students will work on the project. - When completed students will present the information along with their dance portfolio.	- Discussion - Observation - Self-reflection - Presentation
Differentiation: - Personal agendas can be created to support students' personal goals. - Project-based learning will be used to allow students to inquire on topics of interest.		
Resources Provided: https://www.nyfa.edu/student-resources/dance-related-careers/ https://www.skillsyouneed.com/present/presentation-tips.html		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 10-12	Unit Title: Career Connections
Created: Nia Imani Jackson	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Dance	Grade Level:	10-12	Unit Title:	Performance Skills
Unit Summary: This unit facilitates the process of creating and performing dance works. Students will be involved in the creative process of creating a performance work in collaboration with their teacher. More responsibility is shifted toward the students as they collaboratively engage in developing movement material, developing a rehearsal plan, developing audience engagement activities, and self-assessing their work.					
Primary Interdisciplinary Connections: Language Arts, Technology, Health 21st Century Themes [x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] ICT Literacy [x] Information Literacy [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy					
Unit Rationale:	Performing is an interactive experience between performer and audience. Performances require prep and planning in order to complete.				
Career Readiness	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).				

Learning Targets

Standards:	DA.9-12.1.1.12acc.Pr ; LA.W.11-12.2; HE.9-12.2.2.12.MSC.3; SEL.PK-12.1, SEL.PK-12.2, ,SEL.PK-12.5; 9.2.12.CAP.2; 9.4.12.TL.1				
Content Statements:	DA.9-12.1.1.12acc.Pr4 - Selecting, analyzing, and interpreting work HE.9-12.2.2.12.MSC.3-Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). LA.W.11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.5: Relationship Skills				
CPI#:	Cumulative Progress Indicator (CPI):				
DA.9-12.1.1.12acc.Pr4a	Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.				
DA.9-12.1.1.12acc.Pr4b	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.				



DA.9-12.1.1. 12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
LA.W.11-12. 2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
HE.9-12.2.2 .12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
SEL.PK-12. 1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.
9.2.12.CAP. 2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit Essential Questions:

- How do dancers work with space, time and energy to communicate artistic expression?
- How is the body used as an instrument for technical and artistic expression?
- Where do choreographers get ideas for dances?
- How do choreographers and dancers collaborate to create dances?
- What must a dancer do to prepare the mind and body for artistic expression?
- How does a dancer heighten artistry in a public performance?
- How does the individual and ensemble prepare for a performance?

Unit Enduring Understandings:

- Space, time and energy are basic elements of dance.
- The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions.
- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Choreographers and dancers analyze, evaluate, and document their work to improve the quality.
- Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
- Dance performances require planning of the lights, sound, and backstage prep.

Unit Learning Targets:



Students will....

- Participate in the rehearsal process as active and productive members of the ensemble.
- Justify why performance etiquette exists and how it aids the individual and ensemble in the rehearsal process.
- Evaluate, assess, and create an action plan to obtain possible designs for the production elements.
- Analyze feedback from video self reflection and peer feedback during the rehearsal process.
- Lead small group and independent rehearsals of the performance work.

Evidence of Learning

Summative Assessment: After sixteen days, students will complete quizzes and performance assessments.

Equipment Needed: Speaker, Projector, Cameras

Teacher Resources: <https://www.huffpost.com/entry/dance-production-and-manage-4160714>

Formative Assessments:

- Performance
- Discussions
- Self-evaluations
- Group work
- Quizzes

Lesson Plans

Lesson	Time Frame
Lesson 1 Performance Qualities	252 minutes/6days
Lesson 2 Dance Production	168 minutes/4days
Lesson 3 Performance	168 minutes/4days

Teacher Notes:

Instructor will decide which choreography pieces will be showcased in the performance.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.onstagelighting.co.uk/stage-lighting-guides-help/>

<https://theatrelinks.com/set-design/>



Lesson Plan 1 Template			
Content Area:	Dance	Lesson Title:	Performance Qualities
		Time Frame:	252minutes/6 days
Lesson Components			
<u>21st Century Themes</u>			
[x] Global Awareness [x] Financial, Economic, Business and Entrepreneurial Literacy			
[x] Civic Literacy [x] Health Literacy			
<u>21st Century Skills</u>			
[x] Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ Information Literacy			
[x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Language Arts, Technology, Health			
Integration of Technology: Websites will be used to watch dance performance videos.			
Equipment Needed: Laptop, Speaker, Camera			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Retain new choreography with details concerning the elements of movement specified by the choreographer. - Demonstrate accurate memorization and reproduction of repertoire through repetition. - Gain an understanding of a rehearsal atmosphere through learning choreography, movement phrases and contributing to the creative process for performance.	Lesson Sequence - Discuss requirements needed to put together a show. - Reiterate rehearsal etiquette. - Introduce the concept of performance quality. - Experiment with changes in space, time, dynamics, and relationship to refine the artistic intent of a work. - Record choreography pieces and watch for feedback and self-reflection.	- Discussion - Observation - Performance - Self-evaluation
Differentiation: Alternative assessments to match the level of a student's progress. Personal agendas will be used to help guide students through the performance process.		
Resources Provided: https://www.psychologicalscience.org/news/releases/going-through-the-motions-improves-dance-performance.html https://www.dance-teacher.com/what-the-judges-want-to-see-2482659022.html https://www.alvinailey.org/about/history		



Content Area:	Dance	Lesson Title:	Dance Production	Time Frame:	168 minutes/4days
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21st Century Themes

[x] Global Awareness [x] Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy ☐ Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy

☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology, Health

Integration of Technology: The instructor will use technical resources to show how stage lighting and sound is used in a performance.

Equipment Needed: Laptop, speaker, drum, light board

Differentiation:
Multiple intelligence options can help students understand the material from multiple perspectives. Games will be incorporated to help students retain and recall content.

- <https://theatrelinks.com/set-design/>
- <https://ausdance.org.au/articles/details/producing-a-dance-performance>
- <https://www.tandfonline.com/doi/abs/10.1080/15290824.2014.929376?journalCode=ujod20>



Lesson Plan 3 Template				
Content Area:	Dance	Lesson Title:	Performance	Time Frame: 168 minutes/4days
Lesson Components				
<u>21st Century Themes</u>				
[x] Global Awareness [x] Financial, Economic, Business and Entrepreneurial Literacy				
[x] Civic Literacy [x] Health Literacy				
<u>21st Century Skills</u>				
[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy				
[x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy ☐ ICT Literacy				
Interdisciplinary Connections: Language Arts, Technology, Health				
Integration of Technology: Students will use laptops to create a show program and choreography proposal.				
Equipment Needed: Laptops, Speaker				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Work collaboratively to generate artistic material for a performance. • Participate and lead in rehearsal tasks. • Make decisions about the elements of production. • Develop a system to document the dance and the artistic process. • Analyze feedback from video self reflection and peer feedback during the rehearsal process. • Perform choreography in a dance show.	Lesson Sequence 1. Review dance production elements. 2. Introduce the purpose of a dance proposal. 3. Write a dance proposal for student choreography pieces. 4. Conduct student lead rehearsals. 5. Share feedback on each dance piece. 6. Create a program and flyer for the dance show. 7. Perform choreographic works. 8. Post-show reflection and discussion.	• Written assignments • Peer-evaluations • Journal Entries • Quizzes • Tests • Performance
Differentiation: Independent research and projects to support different student abilities.		
Resources Provided: • https://ausdance.org.au/articles/details/producing-a-dance-performance • https://www.varsity.com/news/dance-team-dance-technique/		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 10-12	Unit Title: Performance Skills
Created: Nia Imani Jackson	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Dance	Grade Level:	10-12	Unit Title:	Social Dance
Unit Summary: This unit will focus on the impact of social dances and how these dances helped to build community. Students will learn about the history of line dances and how these dances originated from the 17th-century English country dances. The unit will also focus on the present form of line dances performed at social events such as the <i>Electric Slide</i> , <i>the Cha-Cha Slide</i> , <i>the Wobble</i> . We will begin with the line dances of the 1970s and '80s. The students will learn many of these dances along with their patterns and formations. Small groups will be formed, and students will then create their own line dances using various formations and patterns learned in the class. Students will present their dances for the class.					
Primary Interdisciplinary Connections: Health, Technology 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Distinguish the similarities and differences between a variety of line and social dances and correctly perform the steps, patterns, and formations of each dance.				
Career Readiness	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).				

Learning Targets

Standards:	DA.9-12.1.1.12acc.Cn; HE.9-12.2.2.12.MSC.3; SEL.PK-12.1, SEL.PK-12.3, SEL.PK-12.5 ; 9.2.12.CAP.2; 9.4.12.TL.1
Content Statements:	DA.9-12.1.1.12acc.Cn10 - Synthesizing and relating knowledge and personal experiences to create products. HE.9-12.2.2.12.MSC.3-Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). SEL.PK-12.1: Self-Awareness SEL.PK-12.3: Social Awareness SEL.PK-12.5: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
DA.9-12.1.1.12acc.Cn10a	Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.



DA.9-12.1.1.12acc. Cn10b	Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.
HE.9-12.2.2.12.M SC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12. 3. 3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 3. 4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12. 5. 2	Utilize positive communication and social skills to interact effectively with others.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit Essential Questions:

- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
- What are the cultural influences of line and social dances?
- What are the similarities and differences between line dances and social dances?
- How do we engage in line and social dances?
- How are new line dances created?
- How does social media affect social dances?

Unit Enduring Understandings:

- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
- Line dances impact society.
- There is a relevance or need for these dances.
- Moving in unison using simple movement phrases and patterns is a valuable choreographic tool.
- Line dances help to build community by bringing people together.

Unit Learning Targets:

Students will....

- Identify and discuss the cultural influences of specific line and social dances.
- Analyze similarities and differences in line and social dances.



- Perform steps of basic line and social dances.
- Demonstrate proper partnering techniques influenced by line and social dance.
- Comprehend the basic structure of the human body and understand its basic functions in relation to dance movement.

Evidence of Learning

Summative Assessment: After twelve days, students will complete choreography and performance assessments.

Equipment Needed: Laptops

Teacher

Resources:

Formative Assessments:

Will include Written Assignments, Test, Discussions, Group Work, Performance tasks.

Lesson Plans

Lesson	Time Frame
Lesson 1 Social Dance and History	168 minutes/4days
Lesson 2 Partnering	168 minutes/4days
Lesson 3 Line Dance Choreography	168 minutes/4days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.culturehive.co.uk/resources/using-social-media-to-develop-dance-audiences/>
http://people.ucls.uchicago.edu/~tgreene/Site/H.S_study_guides_files/SOCIAL%20DANCE%20STUDY%20GUIDE.pdf



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Social Dance and History Time Frame: 168 minutes/4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Technology

Integration of Technology: Students will be reading articles online about the history of social dance.

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Perform the various movements and patterns in the line dances. - Analyze master works/dances in order to critique them. - Read and comprehend literature to enhance their knowledge of line dances. - Explore different movements to create their own line dances.	Lesson Sequence 1. Introduce the history of social dance. 2. Discuss how social media has changed social dance. 3. Analyze the evolution of line dances performed in the 21st century. 4. Choreograph a movement phrase with social dance elements. 5. Practice and perform choreographed line dance with music.	- Peer Feedback - Discussions - Group Work - Observation
Differentiation: Guided Reading while analyzing articles. Use of collaboration during various activities.		
Resources Provided: https://dance.lovetoknow.com/History_of_Social_Dance https://journals.sagepub.com/doi/abs/10.1177/0091415016652405?journalCode=ahdb		



Lesson Plan 2 Template

Content Area: Dance	Lesson Title: Partnering	Time Frame: 168 minutes/4days
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Lesson Components

21st Century Themes

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
[x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
[x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Technology

Integration of Technology: Videos will be shared to provide examples of partnering in social dance styles.

Equipment Needed: Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and discuss the cultural influences of specific line and social dances. - Perform steps of basic line and social dances. - Trust/Partnering activities. (mirroring, shadowing, or weight sharing.) - Comprehend the basic structure of the human body and understand its basic functions in relation to dance movement.	Lesson Sequence - Review the history of social dance. - Perform a line dance for a warm-up. - Watch dance partnering videos. - Discuss how different types of partnering work. - Introduce anatomy concepts and how it applies to partnering. - Practice partnering techniques in pairs. - Discuss social dance and community building.	- Discussion - Performance - Observation - Quizzes
Differentiation: Goal setting with students Group investigations Stations/Centers		
Resources Provided: https://journals.sagepub.com/doi/abs/10.1177/0091415016652405?journalCode=ahdb https://www.rcc.edu/departments/mathsciencedepartment/lifesciences/2B%20Lab/Anatomy%20and%20Physiology-OpenStax%20College-with%20EDITS.pdf http://www.artsalive.ca/en/dan/dance101/anatomy.asp		



Lesson Plan 3 Template

Content Area: Dance	Lesson Title: Line Dance Choreography	Time Frame: 168 minutes/4days
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Lesson Components

21st Century Themes

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
[x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ Information Literacy
[x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Technology

Integration of Technology: Videos will be shared with students to provide examples of social dance.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explore different movements to create their own line dances. - Perform the various movements and patterns in the line dances. - Comprehend the basic structure of the human body and understand its basic functions in relation to dance movement. - Demonstrate proper partnering techniques influenced by line and social dance.	Lesson Sequence - Review Anatomy principles. - Practice partnering techniques. - Watch videos of dance Flash mobs. - In groups, create social dance - Perform line dances. - Peer feedback and discussion about the process of creating their line dances.	- Discussion - Quizzes - Observation - Performance - Rubric
Differentiation: Use of collaboration of various activities Multiple intelligence options for various learners.		
Resources Provided: - Sportandme – “Line Dancing – How Did it Begin?” - Godancestudio – “History of Line Dancing”		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 10-12	Unit Title: Social Dance
Created: Nia Imani Jackson	Board Approved on: Type Here	