

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2	Content Area: Dance
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Introduction

The grade K-2 Dance curriculum provides a variety of integrated, interdependent learning opportunities for students to develop artistic literacy and fluency in the dance arts discipline. Students are expected to engage in imagining, creating, and performing ways to express their ideas, and analyze and respond to the artistic works of others. Artistic processes, anchor standards, practices, and performance expectations assist in developing these skills along with grade level appropriate vocabulary, resources, and techniques.

Original Adoption: October 23, 2018
Revised on: March 18, 2019
Revised by: C. McBride, C. Sheplin
Revised on: August 16, 2022
Revised by: Cathy McBride

Recommended Pacing Guide	
Creating	10 days throughout
Performing	10 days throughout
Responding	10 days throughout
Connecting	10 days throughout

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

Unit 1: Creating

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.

1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.

1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.

1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally

1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

Primary Interdisciplinary Connections:

Theater

1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).

Visual Art

- Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
- Identify safe and non-toxic art materials, tools, and equipment.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

English Language Arts:

- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.1.1 Ask and answer questions about key details in a text.

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

- RI.1.2 Identify the main topic and retell key details of a text.
- RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Science

1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive

K-ESS3-3: Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

Social Studies

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs)

Social Emotional Learning [SELARTS](#)

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

challenges

- Recognize and identify the thoughts, feelings and perspectives of others
- 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
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- 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
- Evaluate personal, ethical, safety and civic impact of decisions
- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices

Technology Standards:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies and Key Skills

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>
<http://www.njamistadcurriculum.net/>

Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2	Content Area: Dance
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Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> • Class participation • Teacher observation • Questioning • Discussion • Demonstration • Composition • Think-Pair-Share • Peer/Self-Assessment • Thumbs Up/Thumbs Down • Emoji Self-assessment Door Chart 	Alternative Assessments: <ul style="list-style-type: none"> • Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance • Student self-reflection or discussion while planning their performance • Conversation/presentation rubric to score student work and presentation of final project or performance
Summative Assessments: <ul style="list-style-type: none"> • Listening Exam • Performance • Verbal feedback • Student Critique • Individual evaluation • Observation 	Benchmark Assessments: <ul style="list-style-type: none"> • A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. • Oral review of technique and vocabulary
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression • The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. • Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 	Essential Questions: <ul style="list-style-type: none"> • Where do choreographers get ideas for dances? • What influences choice-making in creating choreography? • How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: <ul style="list-style-type: none"> • Scripted works as needed • Facility with open space and stage 	Varied Levels of Text: <p>“I Will Dance” by Nancy Bo Flood</p> <p>“B is for Ballet” by J.R. Allman</p>

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2	Content Area: Dance
-------------------	----------------------------

<ul style="list-style-type: none"> • Props as needed • Bodily Kinesthetic Intelligence and Climate Change Lesson Plan • A Butterfly's Life Cycle Dance Kennedy Center • Navajo Weaving • Chinese New Year: Lion Dance Puppets 	<p>“Boys Dance” by JR Allman “Bunheads” by Misty Copeland “Welcome to Ballet School” by Ashley Bouder “ABC Dance” “I Can Make a Water Dance” “10 Ballet Dancers” “The Very Hungry Caterpillar” “First Laugh. Welcome, Baby!”</p>
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Suggested Accommodations For All Units

English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

Response accommodations allow a student to:

- Turn and Talk
- Reward risk taking while encouraging students to think “outside of the box”

Setting accommodations allow a student to:

- Use flexible seating
- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project
- Have rigorous Pacing

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

Unit 2: Performing

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

- 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
- 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
- 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth)
- 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
- 1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.
- 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.
- 1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).
- 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

- 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
- 1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.
- 1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work

Primary Interdisciplinary Connections:

Theater

1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).

Visual Art

Combine concepts collaboratively to generate innovative ideas for creating art.

English Language Arts:

- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

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

Social Emotional Learning [SELARTS](#)

Recognize one's feelings and thoughts

Recognize the impact of one's feelings and thoughts on one's own behavior

Recognize one's personal traits, strengths and limitations

Recognize the importance of self-confidence in handling daily tasks and challenges

Recognize and identify the thoughts, feelings and perspectives of others

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

Utilize positive communication and social skills to interact effectively with others

Identify the consequences associated with one's actions in order to make constructive choices

Develop, implement and model effective problem solving and critical thinking skills

Technology Standards:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills Practices:

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

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Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
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Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance

Summative Assessments:

- Listening Exam
- Performance
- Verbal feedback
- Student Critique
- Individual evaluation
- Observation

Benchmark Assessments:

- A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.
- Oral review of technique and

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2	Content Area: Dance
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		vocabulary
Knowledge & Skills		
Enduring Understandings: <ul style="list-style-type: none"> • 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 • Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. 		Essential Questions: <ul style="list-style-type: none"> • 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? • What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
Core Instructional & Supplemental Materials		
Suggested Activities/Resources: <ul style="list-style-type: none"> • Scripted works as needed • Facility with open space and stage • Props as needed • Bodily Kinesthetic Intelligence and Climate Change Lesson Plan • Kindergarten Dance – 1 • Dance – Grade 1 • Dance – Grade 2 		Varied Levels of Text: <ul style="list-style-type: none"> • “Louise the Big Cheese: Diving Diva”

Suggested Accommodations For All Units
English Language Learners: <ul style="list-style-type: none"> • Modified Assignments • Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Extended time for assignment completion as needed • Highlight key vocabulary • Use graphic organizers Special Education/504 Plans/Students with Disabilities: <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Repetition and and practice

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
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Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

Response accommodations allow a student to:

- Turn and Talk
- Reward risk taking while encouraging students to think "outside of the box"

Setting accommodations allow a student to:

- Use flexible seating

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project
- Have rigorous Pacing

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence
- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2	Content Area: Dance
-------------------	----------------------------

Unit 3: Responding	Duration: 10 days throughout
Standards/Learning Targets	
<p>New Jersey Student Learning Standards:</p> <ul style="list-style-type: none"> ● 1.1.2.Re7a: Demonstrate movements in a dance that develop patterns. ● 1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture ● 1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology ● 1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology. 	
<p>Primary Interdisciplinary Connections:</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> ○ R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ○ R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>Social Studies:</p> <ul style="list-style-type: none"> ○ 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 	
<p>Social Emotional Learning SELARTS</p> <p>Recognize one's feelings and thoughts</p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges</p> <p>Recognize the impact of one's feelings and thoughts on one's own behavior</p> <p>Utilize positive communication and social skills to interact effectively with others</p> <p>Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p>	
<p>Technology Standards:</p> <ul style="list-style-type: none"> ● 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 	
<p>Career Readiness, Life Literacies and Key Skills Practices</p> <p>9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)</p>	

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>
<http://www.njamistadcurriculum.net/>

Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance

Summative Assessments:

- Listening Exam
- Performance
- Verbal feedback
- Student Critique
- Individual evaluation
- Observation

Benchmark Assessments:

- A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.
- Oral review of technique and vocabulary

Knowledge & Skills

Enduring Understandings:

- Dance is perceived and analyzed to comprehend its meaning
- Dance is interpreted by considering intent, meaning and artistic

Essential Questions:

- How is a dance understood?
- How is dance interpreted?
- What criteria are used to evaluate dance?

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2	Content Area: Dance
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<p>expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</p> <ul style="list-style-type: none"> Criteria for evaluating dance vary across genres, styles and cultures. 	
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> Scripted works as needed Facility with open space and stage Props as needed Bodily Kinesthetic Intelligence and Climate Change Lesson Plan 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> "Rifka Takes a Bow" "Moses Sees a Play" "Stagestruck" "Pet of the Met" "Louise the Big Cheese: Diving Diva"

Suggested Accommodations For All Units
<p>English Language Learners:</p> <ul style="list-style-type: none"> Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers <p>Special Education/504 Plans/Students with Disabilities:</p> <ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Students may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Students may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
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- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

Response accommodations allow a student to:

- Turn and Talk
- Reward risk taking while encouraging students to think "outside of the box"

Setting accommodations allow a student to:

- Use flexible seating
- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project
- Have rigorous Pacing

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence
- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

Unit 4: Connecting

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.

- 1.1.2.Cn10b: Using an inquiry-based set of questions, examine global issues, including climate change as a topic for dance.

1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

Primary Interdisciplinary Connections:

English Language Arts:

- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Science

K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive

K-ESS3-3: Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

Technology Standards:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

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Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2	Content Area: Dance
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<ul style="list-style-type: none"> • Student Critique • Individual evaluation • Observation 	<p>monologue performance. Additional performance assessments will be developed or chosen by the teacher.</p> <ul style="list-style-type: none"> • Oral review of technique and vocabulary
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • 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. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • 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?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Scripted works as needed • Facility with open space and stage • Props as needed • Bodily Kinesthetic Intelligence and Climate Change Lesson Plan 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Kids-level theater scripts and texts • Grade level books • "Nature Talks Back" • "Peter Rabbit" • "Rikki Tikki Tavi" • "How the Elephant Got Its Trunk" • "Amandina" • "Backstage Cat" • "Rifka Takes a Bow" • "Moses Sees a Play" • "Amazing Grace" • "Kamishibai Man" • "Stagestruck" • "Pet of the Met" • "Louise the Big Cheese: Diving Diva" • "The Happiest Tree" • "The Boy, the Bear, the Baron, and the Bard" • "Full Moon and Star"

Suggested Accommodations For All Units

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

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Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Dance

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Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

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