

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Dance

Introduction

The grade 3-5 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

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Unit 1: Creating

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.

- 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.

1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.

- 1.1.5.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.

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

Primary Interdisciplinary Connections:

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:

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Social Emotional Learning [SELARTS](#)

- Recognize one's feelings and thoughts

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- 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
- 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

Career Readiness, Life Literacies and Key Skills

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

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

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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 • Props as needed 	Varied Levels of Text: "I Will Dance" by Nancy Bo Flood "B is for Ballet" by J.R. Allman "Boys Dance" by JR Allman "Bunheads" by Misty Copeland

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- [Bodily Kinesthetic Intelligence and Climate Change Lesson Plan](#)
- [Harriet Tubman: Retelling History Through Dance & Drama](#)
- [Storytelling Through Dance](#)
- [Swing Your Partner: The Basics of Square Dancing](#)

“Welcome to Ballet School” by Ashley Boudier
 “ABC Dance”
 “I Can Make a Water Dance”
 “10 Ballet Dancers”

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
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance

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- 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 practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
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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:

- Involve families in student learning
- Provide social/emotional support

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

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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:

- 1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).
- 1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.
- 1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)
- 1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- 1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.
- 1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.
- 1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).
- 1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.
- 1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.
- 1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.
- 1.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).

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- 1.1.5.Pr6d: Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.

Primary Interdisciplinary Connections:

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

Career Readiness, Life Literacies, and Key Skills Practices:

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

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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/>
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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:

- 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

Essential Questions:

- How do dancers work with space, time and energy to communicate artistic expression?

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<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	Varied Levels of Text: <ul style="list-style-type: none"> "Louise the Big Cheese: Diving Diva" "I Will Dance" by Nancy Bo Flood "B is for Ballet" by J.R. Allman "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"

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.

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- 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
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
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Economically Disadvantaged:

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- 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
- 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:

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- 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

Unit 3: Responding

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance.

1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.

1.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology

1.1.5.Re9a: Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.

Primary Interdisciplinary Connections:

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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 importance of self-confidence in handling daily tasks and challenges

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

Utilize positive communication and social skills to interact effectively with others

Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Career Readiness, Life Literacies and Key Skills Practices

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

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Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or

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<ul style="list-style-type: none"> • Questioning • Discussion • Demonstration • Composition • Think-Pair-Share • Peer/Self-Assessment • Thumbs Up/Thumbs Down • Emoji Self-assessment Door Chart 	<p>practice towards performance</p> <ul style="list-style-type: none"> • 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"> • Dance is perceived and analyzed to comprehend its meaning • Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. • Criteria for evaluating dance vary across genres, styles and cultures. 	Essential Questions: <ul style="list-style-type: none"> • How is a dance understood? • How is dance interpreted? • What criteria are used to evaluate dance?
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 	Varied Levels of Text: <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
English Language Learners:

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Content Area: Dance

- 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 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
- 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
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- Extended time to complete class work
- Provide copy of class notes
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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,

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- 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
- 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
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- Opportunities to get graded or assessed using a different standard than the one for classmates

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Unit 4: Connecting

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.
1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.
1.1.5.Cn11a: Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

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.

Career Readiness, Life Literacies, and Key Skills

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

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.

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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"> • 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. 	Essential Questions: <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	
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 	Varied Levels of Text: <ul style="list-style-type: none"> • Kids-level theater scripts and texts • Grade level books • “Nature Talks Back” • “Peter Rabbit” • “Rikki Tikki Tavi”

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<ul style="list-style-type: none"> • The Art of Baseball 	<ul style="list-style-type: none"> • "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"
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Content Area: Dance

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- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

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