



Springfield Public Schools
Springfield, New Jersey 07081

Introduction to Dance
Level II

Curriculum Guide

2023

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

Springfield Board of Education
Approved July 24, 2023



Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Tim Kielty ~ Principal of Florence M. Gaudineer Middle School

Ashley Bauers ~ Coordinator of Visual, Performing, & Practical Arts

Stephanie Hernandez ~ Teacher

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution:J21

Introduced By: Mr. Miller

Seconded By: Mrs. Gamarekian

Adopted: July 24, 2023

Curriculum Adoption

To adopt the following curriculum and courses for the 2023-2024 school year.

- a. Dance II (Middle School)
- b. Drama II (Middle School)
- c. K-5 Mathematics (6)
- d. K-8 Social Studies (9)
- e. Environmental Science (Middle School)
- f. Jazz Ensemble Grades 7&8 (Middle School)
- g. Medical Detectives (Middle School)
- h. Mysteries in History (Middle School)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2023 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 25th day of July 2023.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary

Michelle Calas, School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Dance **Grade Level:** 6 -8 **Unit Title:** History of Dance II

Unit Summary: Dance History is designed to provide students with a significant background in dance genres, dance influencers, famous dance pieces, and history. Students will study dance vocabulary, dance genres, dance eras, and explore their creativity abilities in the classroom.

Primary Interdisciplinary Connections: Health, 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: Students will build contextual awareness and provide examples of cultural and historical influences in dance using Dance History.

Learning Targets

Standards: DA.6-8.1.1.8.Re7b; DA.6-8.1.1.8.Cn10a ; DA.6-8.1.1.8.Cn11a ; LA.W.8.2.A;
HE.6-8.2.2.8.MSC.1; SEL.PK-12.1.3; SEL.PK-12.4.2; SEL.PK-12.5.2; 9.2.8.CAP.1;
9.4.8.TL.1

Content Statements: DA.6-8.1.1.8.Re - Responding
DA.6-8.1.1.8.Cn - Connecting
LA.W.8.2.A - Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
HE.6-8.2.2.8.MSC.1 Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
SEL.PK-12.1 - Self-Awareness
SEL.PK-12.3 - Social Awareness
SEL.PK-12.4- Responsible Decision-Making
SEL.PK-12.5- Relationship Skills
SOC.6.2.8.History.CC- Historical Events and Developments are shaped by social, political, cultural, and economic factors.

Career Readiness 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

CPI#: **Cumulative Progress Indicator (CPI):**

DA.6-8.1.1.8.Re7b Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.



DA.6-8.1.1. 8.Cn10a	Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
DA.6-8.1.1. 8.Cn11a -	Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
HE.6-8.2.2. 8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
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-12.4. 2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5. 2	Utilize positive communication and social skills to interact effectively with others
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
SOC.6.2.8. History.CC. 1.C	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Unit Essential Questions:

- How is dance interpreted?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
- How are forms of dance influenced by time, place, and people?
- How does knowledge of the history of dance help you develop a critical eye?
- How have dancers today been influenced by dancers of the past?
- How are forms of dance influenced by time, place, and people?

Unit Enduring Understandings:

- 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.
- Knowledge of dance history leads to a lifelong appreciation and active interest in the arts, while providing a context for the study of styles of dance from various eras and cultures.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.



- Dance can influence or be influenced by society and the environment.
- Movement and aesthetic styles of significant dance artists and their artistic works represent historical periods, world cultures, and social/political influences.

Unit Learning Targets:

Students will....

- Compare and contrast styles of significant artists and artistic works in dance that represent various historical periods, world cultures, and social/political influences.
- Review the very beginning of dance movement and analyze its evolution.
- Discuss how spiritual dances were a part of daily life through the stone, iron, bronze age.
- Understand that dance was used for communication and celebrations.
- Observe the early dance formations and concepts.
- Analyze early accompaniment and costumes that evolved into what we have and know today.

Evidence of Learning

Summative Assessment: Throughout this unit, students will complete quizzes, tests, and performance assessments.

Equipment Needed: Laptops, Books, Projector

Teacher Content related articles

Resources:

Formative Assessments:

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

Lesson Plans

Lesson	Time Frame
Lesson 1 Evolution of Dance	108 minutes/2 days
Lesson 2 Dance Representation in Society	162 minutes/3 days
Lesson 3 Influential Artists	162 minutes/3 days

Teacher Notes: Lessons can be modified at the teacher's (general ed. or special ed.) discretion, in efforts to best meet students' interests, performance abilities, and/or to meet the accommodations set forth in any/all applicable IEPs or 504 plans.

Curriculum Development Resources/Technology Resources:

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

<https://studylib.net/doc/8414651/history-of-dance-lesson-plan>

<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab82>

<https://nhpbs.org/kn/vs/artlabd9.asp>



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Evolution of Dance Time Frame: 108 minutes/2 days

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 ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Social Studies, Technology

Integration of Technology: Websites will be used to watch dance performance videos

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Review the very beginning of dance movement. - Review how it began to evolve. - Discuss how cultural dances have been cornerstones of many communities over time. - Analyze how styles and movements have evolved over time. - Perform movement phrases that embody characteristics of Cultural Dance forms.	Lesson Sequence - Watch and respond to videos. - Create a list of characteristics of various cultural dance forms. - Learn dance phrases that incorporate dance characteristics from various cultures and communities. - Analyze the styles through research and reflection. - Compare last century's dance styles to contemporary dance forms (referring back to the ancient styles studied in past units and Dance I as well).	- Discussion - Observation - Written Assignments - Performance Samples
Differentiation: - Use of collaboration for various activities. - Copy of notes and/or applicable diagrams, as appropriate - Varied product and leveled rubrics to match student goals.		
Resources Provided:		



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

- Anchor Charts and/or Reference notes/charts
- Journal of Dance Education: What Does Dance History Have To Do With Dancing? History Useable for Dancers.
- https://www.humankinetics.com/AcuCustom/Sitename/DAM/161/2017_Dance_Brochure.pdf



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Dance Time Frame: 162 minutes/3 days
 Representation in Society

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: Laptop for web based research

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss how dance has become an increasingly present part of daily life throughout the course of the century. - Perform movement phrases that embody characteristics of dance forms represented in modern theater and film. - Observe samples of how dancers have been portrayed and integrated in pop culture over the past several decades. - Analyze representation and its evolution - Compare/Contrast early v. modern presence and representation.	Lesson Sequence - Review Modern dance phrases and information. - Introduce dance styles and characteristics of blended dance styles, often seen in pop culture representation - Practice dance phrases that incorporate Broadway dance concepts and principles. - Discuss production elements used. - Watch videos and identify the principles used in the dance pieces. - View and analyze dance representation in mainstream media and pop culture over the past decades (e.g. <i>Center Stage</i>, <i>Billy Elliot</i>, <i>Shall We Dance?</i>, <i>You Got Served</i>.. to competition shows such as <i>So You Think You Can</i>	- Analytical Reflections - Performance Critiques - Self- and peer-assessments of dance works - Observation - Discussion - Compare/Contrast responses - Performance



Dance, America's Got Talent, etc.).

7. Discuss and analyze how that representation has been received by audiences
8. Reflect and journal personal opinion and critique.

Differentiation:

- Use of collaboration for various activities.
- Varied product and leveled rubrics to match student goals.

Resources Provided:

- <https://www.medievalchronicles.com/medieval-life/medieval-dance/>
- <https://courses.lumenlearning.com/suny-musicapp-medieval-modern/chapter/renaissance-dances-e/>
- <https://artscolumbia.org/flashcards/history-of-dance-middle-ages-renaissance-14651/>



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Influential Artists Time Frame: 162 minutes/3 days

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, Social Studies, Health, Technology

Integration of Technology: Websites will be used to watch dance performance videos.

Equipment Needed: Projector, Laptop, Speaker, History of Dance Timeline resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze how movement has evolved since its early evolution. - Compare and contrast styles of significant artists and artistic works in dance that represent various historical periods, world cultures, and social/political influences (e.g. Mikhail Baryshnikov v. Misty Copeland). - Identify and recognize choreographers and identify the style of their work.	Lesson Sequence - Take Quiz on historical information from past lessons. - Introduce the project. - Research important choreographers, influences, and dancers during Ancient and Middle Ages. - Present information from research.	- Written Assignments - Observation - Discussion - Quiz - Performance
Differentiation: - Varied product and leveled rubrics commensurate with student skill levels - Varied activities and focuses to match student goals. - Use of collaboration for various activities.		
Resources Provided: http://www.shira.net/culture.htm http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab82 https://nhpbs.org/kn/vs/artlabd9.asp		



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: 6 -8	Unit Title: History of Dance II
Created: Stephanie D. Hernandez	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Dance	Grade Level:	6-8	Unit Title:	Dance is a Community
Unit Summary: The purpose of these lessons is to further explore movement leading to student dance creation, building upon the idea that, as performers, we are all a part of a wider community. Each lesson gets students moving as they learn about others in the class and seeks to build a safe and tolerant classroom atmosphere. Students become aware of the roles each other plays in the development of the atmosphere of the classroom. These lessons allow students and the teacher alike to increase self reflection, analyze themselves through writing and movement, and develop self awareness. Furthermore, this unit encourages students to identify the roles that both teacher and student will play in the development and maintenance of a supportive classroom community.					
Primary Interdisciplinary Connections: Technology, Language Arts					
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 can build trust amongst classroom dancers, foster SEL development through creativity and movement, and build classroom community and acceptance.				
Career Readiness	9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.				

Learning Targets

Standards:	DA.6-8.1.1.8.Cn11a ; DA.6-8.1.1.8.Cn; DA.6-8.1.1.8.Cn10a LA.W.8.2; SEL.PK-12.1.3; SEL.PK-12.3.3; SEL.PK-12.4.2; SEL.PK-12.5.2; 9.2.8.CAP.1; 9.4.8.TL.1				
Content Statements:	DA.6-8.1.1.8.Cn - Connecting DA.6-8.1.1.8.Re - Responding LA.W.8.2.A - Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). 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.6-8.1.1.8.Cn10a	Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.				
DA.6-8.1.1.8.Re7a	Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.				



DA.6-8.1.1. 8.Cn11a	Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
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-12.4. 2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5. 2	Utilize positive communication and social skills to interact effectively with others
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

Unit Essential Questions:

- How does dance deepen our understanding of ourselves, other knowledge and events around us?
- How is a dance understood?
- How can we learn about our community through dance?
- How does our environment inspire our dance making?
- How can dance be used to depict characters?
- What movement tools are used to create a vision of our community?
- How can I show through dance what I contribute to my community?

Unit Enduring Understandings:

- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- Dance is perceived and analyzed to comprehend its meaning.
- Dance is community...community is dance.
- It takes people to create a community and each person plays a vital part in the community.
- Dance can be inspired by the activities of everyday people.
- Dance builds community.

Unit Learning Targets:

Students will....

- Gather insight into self and community through improvisation and dance making.
- Create a dance that addresses the concepts of awareness of self and others.
- Reflect on their environment, and reflect on the role they play in their community.
- Connect personal life experiences to movement.



- Understand and exercise the importance of discipline, productive work ethic, and professionalism and full participation in class.
- Improvise during dance exercises led by an instructor.

Evidence of Learning

Summative Assessment: At the unit's conclusion, students will complete a performance assessment that analyzes the application of basic dance concepts.

Equipment Needed: Speaker, Chart paper, Markers, Projector, Laptop

Teacher Resources: Word Wall, Expressions Journal, Videos and Music

Formative Assessments:

- Observation
- Do Now
- Group Discussions
- Quiz

Lesson Plans

Lesson	Time Frame
Lesson 1 Class Structure and Movement Skills	108 minutes/2 days
Lesson 2 Movement and Community: Exploring the Part to Whole Relationship	216 minutes/4 days
Lesson 3 Mind and Body: Mindfulness in Interpretive Movement	108 minutes/2 days

Teacher Notes:

The instructor will also include team building activities and time to review rules and procedures. Lessons can be modified at the instructor's discretion, in efforts to best meet students' interests, performance abilities, and/or to meet the accommodations set forth in any/all applicable IEPs or 504 plans.

Curriculum Development Resources/Technology Resources:

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

<https://vimeo.com/26601160>

https://ssir.org/articles/entry/what_is_community_anyway

<https://www.ket.org/education/resources/analyzing-two-dances-making-dance-map-lesson-plan/>



Lesson Plan 1 Template

Content Area: Dance	Lesson Title: Class Structure and Movement Skills	Time Frame: 108 minutes/2 days
---------------------	---	--------------------------------

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, Technology

Integration of Technology: The internet will be used to provide resources.

Equipment Needed: Projector, Speaker, Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the importance of discipline, productive work ethic, professionalism, and full participation in class. - Participate in classroom dance exercises led by the instructor. - Improvise during dance exercises led by the instructor. - Create their own warmup that includes stretches, alignment concepts, and basic terminology.	Lesson Sequence - Students work on a warm-up and across the floor exercises. (reviewing basic vocabulary) - Students will discuss what dance represents in different cultures. - Introduce what dance is and how a dance class is structured. - The instructor discusses the importance of a warmup and the connections to injury prevention. - Students create their own warm up in groups.	- Do-Now - Observation - Exit ticket
Differentiation: - Have the daily instructions written out for students to reference. - Use pictures or symbols that can represent each expectation.		
Resources Provided: https://www.elementsofdance.org/ http://dsc2e.weebly.com/the-5-elements-of-dance.html https://ny.pbslearningmedia.org/resource/d7fcd19b-ee9b-4d90-a550-833fbe22865c/the-five-elements-of-dance/#.XUA7jpNKiT8		



Lesson Plan 2 Template

Content Area: Dance	Lesson Title: Movement and Community: Exploring the Part to Whole Relationship	Time Frame: 216 minutes/4 days
---------------------	---	--------------------------------

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, Technology

Integration of Technology: Students may watch videos to explore examples of the material.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate independence by working alone and in small groups. • Develop strong content knowledge specifically about their community. • Gather insight into self and community through improvisation. • Use stimuli to create movement. • Participate in classroom dance exercises led by a student instructor.	Lesson Sequence 1. Instructor will introduce and review the concept of community in dance. 2. Perform student-led warm ups that connect to these principles. 3. Discuss the concept of community and how it contributes to movement and expression. 4. Students will individually reflect on their personal role within the community. 5. Students will form a large circle. Going around the circle, students will improvise singular movements that build upon one another. 6. In groups, improvise or create a dance phrase that embodies each person's role within the community.	• Group discussion • Observation • Performance



	7. Perform pieces in groups.	
--	------------------------------	--

Differentiation:

- Use of collaboration for various activities.
- Think-Pair-Share to share ideas.

Resources Provided:

- <https://www.elementsofdance.org>
- <https://www.youtube.com/watch?v=UGuD9Geeb2k>



Lesson Plan 3 Template

Content Area: Dance	Lesson Title: Mind and Body: Mindfulness in Interpretive Movement	Time Frame: 108 minutes/2 days
---------------------	---	--------------------------------

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, Technology

Integration of Technology: Videos may be shown as examples of content.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify basic principles of interpretive and lyrical movement. - Answer questions and respond to video prompts. - Develop insight into self and community through improvisation. - Interpret and follow a short movement sequence.	Lesson Sequence - Practice a student-led warm up. - Review basic principles of interpretive and lyrical styles. - Watch videos and respond to prompts. - Review concepts about community and dance, with particular focus on trust and respect. - Discuss the importance of working together and open expression when creating a dance. - Use stimuli to inspire movement creation. - Perform choreography or improvisation based on stimuli and receive feedback.	- Discussion - Written assignments - Performance - Self-assessment
Differentiation: - Students can have the option for flexible grouping. - Goal setting with students based on level.		



Resources Provided:

<https://ny.pbslearningmedia.org/resource/d7fcd19b-ee9b-4d90-a550-833fbe22865c/the-five-elements-of-dance/>

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: 6 -8	Unit Title: Dance is a Community
Created: Stephanie D. Hernandez	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Dance	Grade Level:	6-8	Unit Title:	Social Dance
Unit Summary: This unit will focus on the impact of social dances and how these dances helped to build community and, in many cases, solidify a place of cultural significance. Students will draw upon their knowledge about the history of line dances and build an understanding of how these dances originated from the 17th-century English country dances and evolved throughout time, and across the globe.					
Primary Interdisciplinary Connections: Language Arts, Social Studies, 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:	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	9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.				

Learning Targets

Standards:	DA.6-8.1.1.8.Re8a; DA.6-8.1.1.8.Cn11a; LA.SL.8.4; LA.W.8.2.A; SEL.PK-12.1.4; SEL.PK-12.2.1; SEL.PK-12.3.1; SEL.PK-12.3.2; 9.2.8.CAP.1; 9.4.8.TL.1, SOC.6.2.8.History.CC.1.c				
Content Statements:	DA.6-8.1.1.8.Re - Responding DA.6-8.1.1.8.Cn - Connecting LA.SL.8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. LA.W.8.2.A - Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). SEL.PK-12.1 - Self-Awareness SEL.PK-12.2 - Self-Management SEL.PK-12.3 - Social Awareness SOC.6.2.8.History.CC- Historical Events and Developments are shaped by social, political, cultural, and economic factors.				
CPI#:	Cumulative Progress Indicator (CPI):				
DA.6-8.1.1.8.Re8a	Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.				



DA.6-8.1.1. 8.Re9a	Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
DA.6-8.1.1. 8.Cn11a	Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2. 1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.3. 1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3. 2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
SOC.6.2.8. History.CC. 1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Unit Essential Questions:

- How is dance interpreted?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
- 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?

Unit Enduring Understandings:

- 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.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
- Participation in group discussion of patterns and formation in line and social dance
- Participation in the performance of the line and social dances
- Learn and perform the steps and patterns in a variety of structured line and social dances



- Trust/Partnering activities such as mirroring, shadowing, or weight sharing

Unit Learning Targets:

Students will....

- Identify and discuss the cultural influences of 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.
- Create their own line dance using common elements of line dances.



Evidence of Learning

Summative Assessment: At the unit's conclusion, students will perform culturally and socially inspired choreography sequences and complete written performance assessments, as appropriate.

Equipment Needed: Laptops

Teacher Laptop, Dance Concert Videos

Resources:

Formative Assessments:

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

Lesson Plans

Lesson	Time Frame
Lesson 1 Dance and Heritage	162 minutes/3 days
Lesson 2 Space and Social Expression	54 minutes/1 day
Lesson 3 Collaborative Mapping	162 minutes/3 days

Teacher Notes:

Lessons can be modified at the instructor's discretion, in efforts to best meet students' interests, performance abilities, and/or to meet the accommodations set forth in any/all applicable IEPs or 504 plans.

Curriculum Development Resources/Technology Resources:

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

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

<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

https://dance.lovetoknow.com/History_of_Social_Dance



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Dance and Heritage Time Frame: 162 minutes/3 days

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, Technology

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

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to identify key historical milestones in the history of social dance. - Perform various movements and patterns in line dance sequences. - Perform various movements and lines that correspond to different cultural dance styles. - Analyze master works/dances in order to critique them. - Explore different movements to create their own line dances.	Lesson Sequence - Whole Class Mini Lesson: Introduce the history of social dance. - Discuss how social media has changed social dance. - Analyze the evolution of line dances performed in the 21st century. - Practice and perform choreographed line dance with music.	- Written Assignment - Group Work - Performance
Differentiation: Tiered products will allow students to achieve a product on their level.		
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: Space and Social Expression Time Frame: 54 minutes/1 day

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, Technology

Integration of Technology: Videos may be shown as examples of content.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to define the concept of the Body element. - Practice Trust/Partnering activities. (mirroring, shadowing, or weight sharing.) - Collaborate with one another to create and connect with one another through expressive movements. - Perform steps of basic line and social dances.	Lesson Sequence - Review the concept of the Body element. - Participate in an intermediate exploration of Space. - Discuss how the element Space can be used in choreography and improvisation. - Create a dance phrase using the concept Space. - Add an element of Body to the phrase.	- Discussion - Journal - Performance - Observation
Differentiation: - Goal setting with students based on level. - Tiered products will allow students to achieve a product on their level.		
Resources Provided: 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 3 Template

Content Area: Dance Lesson Title: Collaborative Mapping Time Frame: 162 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, Technology

Integration of Technology: Videos may be shared to provide examples of social dance styles.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify differences of dance expression throughout the world. - Create their own socially-inspired dance using common elements of contemporary/lyrical dances. - Collaborate to create, map, and rehearse a choreographed sequence. - Identify and discuss the cultural influences of specific social dances.	Lesson Sequence - Analyze social issues that affect society. - Discuss how social dance and society relate to each other. - Continue to analyze the evolution of line dances performed in the 21st century. - Watch dance partnering videos. - Discuss how different types of partnering work. - In groups, create social dance using a social issue as inspiration. - Perform socially-inspired dances. - Discuss the process of creating their dances. Why choose those movements and rhythms to express that issue or social experience/conflict?	- Discussion - Observation - Performance - Rubric



Differentiation:		
• Tiered products will allow students to achieve a product on their level.		
Resources Provided:		
• https://www.theodysseyonline.com/social-issues-shown-through-dance • https://news.berkeley.edu/2015/04/14/student-dancers-explore-social-issues-with-power-grace/ • https://dance.lovetoknow.com/History_of_Social_Dance		



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: 6-8	Unit Title: Social Dance II
Created: Stephanie D. Hernandez	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Dance	Grade Level:	6-8	Unit Title:	Choreography
Unit Summary: Choreography is a creative and independent journey that entails a detailed process, loose structure, practice, and trial and error. Through movement, exploration and research, students will learn how to use tools to create their own dance pieces.					
Primary Interdisciplinary Connections: Health, 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:	Each and every dancer is capable of successfully creating interesting and engaging dances with the aid of choreographic tools and materials.				
Career Readiness	9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.				

Learning Targets

Standards:	DA.6-8.1.1.8.Cr1a; DA.6-8.1.1.8.Cr3a; DA.6-8.1.1.8.Pr4b ; DA.6-8.1.1.8.Pr5d; HE.6-8.2.2.8.MSC.1 ; LA.W.8.2.A; SEL.PK-12.2.3; SEL.PK-12.4.1; SEL.PK-12.4.2; SEL.PK-12.5.5; 9.2.8.CAP.1; 9.4.8.TL.1				
Content Statements:	DA.6-8.1.1.8.Cr - Creating DA.6-8.1.1.8.Pr - Performing HE.6-8.2.2.8.MSC.1 Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). LA.W.8.2.A - Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). SEL.PK-12.2 - Self-Management SEL.PK-12.4 - Responsible Decision-Making SEL.PK-12.5 - Relationship Skills				
CPI#:	Cumulative Progress Indicator (CPI):				
DA.6-8.1.1.8.Cr1a -	Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.				
DA.6-8.1.1.8.Cr3a	Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.				



DA.6-8.1.1. 8.Pr4b	Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.
DA.6-8.1.1. 8.Pr5d	Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
HE.6-8.2.2. 8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
SEL.PK-12.2. 3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.4. 1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4. 2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5. 5	Identify who, when, where, or how to seek help for oneself or others when needed
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

Unit Essential Questions:

- How is the body used as an instrument for technical and artistic expression?
- What is your creative process?
- How is the body used as an instrument for technical and artistic expression?
- Why is it important to have structure when crafting your work?
- What are some principles, processes, and structures for creating choreography?
- How does improvisation help to develop new movement ideas?

Unit Enduring Understandings:

- The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
- The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
- Choreography groupings consist of small and large groups of people.
- Improvisational skills contribute to personal movement discovery and unique choreography.
- Choreography is a process. Similar to writing a research paper, there are many steps to complete and ongoing revisions to apply before reaching the final product.
- 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: Upon completion of the final unit, students will have completed summative quizzes, task benchmarks, and will be asked to complete one final course performance assessment.

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 Body and Rhythm	162 minutes/3 days
Lesson 2 Stage and Dance	162 minutes/3 days
Lesson 3 Student Choreography	162-216 minutes/3-4 days

Teacher Notes:

Duration of each sample lesson may be altered, dependent on class size and commensurate with student skill level and pace of flexibility and skill development.

Lessons can be modified at the instructor's discretion, in efforts to best meet students' interests, performance abilities, and/or to meet the accommodations set forth in any/all applicable IEPs or 504 plans.

Curriculum Development Resources/Technology Resources:

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

- <https://www.youtube.com/watch?v=Pb4-kpClZns>
- <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 1 Template

Content Area: Dance Lesson Title: Body and Rhythm 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: Health, Language Arts, Technology

Integration of Technology: Videos may be shown as examples of content.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain and review the 5 Core Elements of Dance (B.A.S.T.E.: body, action, space, time, and energy). - Demonstrate choreographic structures within a dance composition. - Create a dance work utilizing choreographic devices, structures and principles. - Perform improvised movements.	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. - Perform dance pieces and discuss/explain the structure and devices used to support choreography.	- Performance - Group Discussion - Group Work - Choreography Checklist
Differentiation: - Personal agendas and group investigations will be used to monitor student progress. - Multiple intelligence options to support various learners.		
Resources Provided: https://www.elementsofdance.org/begin-here.html 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 2 Template

Content Area: Dance Lesson Title: Stage and 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: Health, Language Arts, Technology

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

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recall and Review principles of sports and dance, learned in Intro. to Dance I - Learn a routine that employs stage or “broadway dance” style movement and jazz styles - Describe, explain and respond to the ways in which dance uses elements, devices, structures, and the performers, to communicate ideas, feelings and experiences. - Compare stylistic elements (lines, positions, rhythms, etc.) across different forms. - Perform choreographic work.	Lesson Sequence - Warm up using basic body movements and everyday gestures. - Respond spontaneously to action words to explore the ideas of gestures and brainstorm places for these movements in physical storytelling. - Discuss basic movements used in stage sequences and Broadway or cinematic choreography. - In groups students will practice a dance sequence. - Perform the practiced sequences and explain what elements were included: Did they notice any movement or muscular repetitions as they rehearsed? - Journal about their experiences with choreography.	- Performance - 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://www.mensjournal.com/health-fitness/top-10-athletic-movements/>
- <http://artsonline.tki.org.nz/Teaching-and-Learning/Primary-teaching-resources/Units-and-sequences/Dancing-the-Key-Competencies/Dance-Teacher-s-Tool-Kit>
- <https://www.scienceforsport.com/basic-movement-patterns/>



Lesson Plan 3 Template

Content Area: Dance	Lesson Title: Movement Mapping: Student Choreography	Time Frame: 126 minutes/3 days
---------------------	--	--------------------------------

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, Language Arts, Technology

Integration of Technology: Projector for content supported videos.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to define, understand, and explain the Choreographic Creative Process. - Understand that stories can be used as inspiration for choreography. - Explain and apply choreographic structures within a dance composition. - Develop skills in communicating through physical movement (pantomime). - Create movement studies using themes that have unity of form and content. - Create a dance work utilizing choreographic devices, structures and principles.	Lesson Sequence - Review choreography elements and the process of creating a dance. - Read a short story and analyze its meaning, looking closely at its dialogue (a selection of script may be used in place of the short story, at the instructor's discretion). - Watch a video of a dance piece and discuss the meaning of the piece. - Use the analysis of plot, context, and dialogue to create a dance piece in groups. - Add an alternate ending to the story through movement. - Students will practice their sequences, and prepare to perform (and,	- Discussion - Observation - Group Work - Speaking/Listening Skills: Student Instruction - Performance



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

	time permitting, teach) their routines to the class.	
--	---	--

Differentiation:

- Use of collaboration for various activities.
- Varied product and leveled rubrics to match student goals.

Resources Provided:

- <https://artsedge.kennedy-center.org/educators/how-to/supporting-individual-needs/reading-through-the-arts>
- <http://www.pbs.org/wnet/gperf/category/episodes/by-genre/dance/>



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: 6-8	Unit Title: Choreography
Created: Stephanie D. Hernandez	Board Approved on:	Type Here



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.