

Course: Dance
Unit #2: History of the Arts and Culture

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
- **Content Standards**
 - 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
 - 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
 - 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
 - 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
 - 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
 - 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
 - 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
- **Career Readiness, Life Literacies, and Key Skills NJSL**
 - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

- • 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

- ***Interdisciplinary Content Standards***

- 1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.
- 1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.
- 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
 - 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
 - 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement)
 - 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as

part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: *Students will be able to independently use their learning to foster positive social influence through knowledge and appreciation of cultural dance movements and history.*

As aligned with LRHSD Long Term Learning Goal(s):

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...

- foster positive social influence as an educated, contributing citizen.
- use problem solving skills to solve "real world" health and well-being situations.
- make responsible life decisions that contribute to their wellness.
- communicate effectively as part of a peer group.
- live a healthy lifestyle through physical activity.
- analyze and evaluate health and safety situations.
- self-assess their personal decisions to improve wellness.

Enduring Understandings

Students will understand that. . .

Essential Questions

<p><i>EU 1</i></p> <ul style="list-style-type: none"> • dance, music, theater, and visual art have influenced world cultures. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • technological advances have influenced the way we see dance in the media. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • culture plays a critical role in the social impact on dance. 	<p><i>EU 1</i></p> <ul style="list-style-type: none"> • What are similarities and differences among dances of various cultures? • What role does dance play in the culture of a specific country or region? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What are dance styles and how are they categorized in genres? • How is music, style and technology connected? • How does dance deepen our understanding of ourselves, other knowledge and events around us? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can communication with people from different cultures enhance our understanding of others' points of view? • How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
<p><u><i>Knowledge</i></u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the history of different genres/styles of dance (e.g., ballet, modern dance, jazz, tap, multicultural) (2.2.12.LF.1) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the impact technology has on social, cultural and historic dances. (2.2.12.LF.2; 2.2.12.LF.5; 2.3.12.PS.9) 	<p><u><i>Skills</i></u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • perform basic genres and styles of dance (e.g., ballet, modern dance, jazz, multicultural). (2.2.12.LF.1,2.2.12.MSC.3) • apply and combine skills to make movements related to basic genres and styles of dance (e.g., ballet, modern dance, jazz, multicultural). (2.2.12.LF.1, 2.2.12.MSC.3, 2.2.12.LF.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits

<p>EU 3</p> <ul style="list-style-type: none"> • how to communicate cultural and historical events through dance. (2.2.12.PF.2, 2.2.12.LF.5) 	<p>of mind in various historical eras. (2.2.12.LF.2; 2.2.12.LF.5; 2.3.12.PS.9)</p> <ul style="list-style-type: none"> • utilize technology and various media in choreographed performances. (2.2.12.MSC.3, 2.2.12.LF.5) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies in application to cultural and historical events. (2.2.12.MSC.3, 2.2.12.PF.2, 2.2.12.LF.3)
<p>Stage Two - Assessment</p>	
<p>Stage Three - Instruction</p>	

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

Suggested Learning Activities are examples but are not limited to:

- Modern dance
- Jazz dance
- Broadway
- MultiCultural styles (latin, bollywood, swing, ballroom, etc.)
- Hip Hop
- Tap
- Ballet
- Social Line Dances
- Square Dance

The activities listed in all of the LRHSD approved Physical Education curricula can be interchanged due to safety of the activity/sport, inclement weather and/or limited gym/field availability, as long as the activity/sport is aligned with the desired goals of that curriculum's specific big idea(s).

- Making a "family tree" of a dance form, including major artists and dates of significant works. **(M, T, EU 2, EU3)**
- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies. **(M, T, EU2, EU3)**
- Using a "jigsaw" instructional strategy, students will choose from a "grab bag of countries," and research the dances of the country chosen. **(M, T, EU1, EU2, EU3)**
- Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement. **(M, T, EU1, EU2, EU3)**
- Students will learn and perform an authentic ceremonial or ritual dance. **(M, T, EU1, EU2, EU3)**
- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies. **(M, T, EU1, EU2, EU3)**
- Learn social dance from various periods in time. **(A, EU1, EU2, EU3)**
- Teachers will introduce each genre of dance using a powerpoint to model basic steps. **(A, EU1)**
- Teachers will use the "part to whole" instructional strategy to demonstrate and model the genres of dance steps. **(A, EU1)**
- Students will demonstrate partner mirroring instructional strategy to learn genres of dance steps. **(A, EU1)**

- Students will demonstrate proper stretching and warm up techniques for a dance performer **(M, T, EU1)**
- Apply the rules, safety precautions, etiquette, and strategies to dances. **(M, T, EU2, EU3)**
- **Students work independently to develop their own skills and techniques in order to perform a specific genre of dance. (T, EU1, EU2, EU3)**
- **Students will compose a choreographed performance to be taught and reflected on. (T, EU2, EU3)**
- Students will incorporate technology to research
- Have groups or individuals perform the dance steps to one dance, using the jigsaw strategy to create a full dance. **(M, T, EU 2, EU 3)**
- **Demonstrate social interaction, development, problem solving, and communication skills during activities. (A,T, EU2, EU3)**
- Students will self-assess themselves, partner or group performances and reflect on what they can do to improve. **(T, EU2, EU3)**
- Students will create a dance portfolio (video montage of work.) **(T EU2, EU3)**
- **Produce a performance with peers, taking various roles, and analyze the skills needed for such jobs. (T, EU2, EU3)**

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Elements of Dance and Kinesthetic Movements	20-30
2	History of the Arts and Culture	20-30
3	Dance Fitness	20-30

Instructional Materials

- Digital Music Player
- Speakers
- Poly Spots
- Dancing props (scarves, drum sticks, fabric, paper, etc)
- Hip Hop in a Box
- Just Dance
- Wii Dance
- Youtube
- Chromebooks
- Mirrors
- Projection Screen / Video Player

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.