

Course: Dance
Unit #3: Dance Fitness

Year of Implementation: 2023-2024

Curriculum Team Members : Nicole Patterson: npatterson@lrhsd.org, Callie Darroch cdarroch@lrhsd.org

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.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
 - 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.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
 - 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.
 - **Career Readiness, Life Literacies, and Key Skills NJSLs**
 - 9.4.12.Cl.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

- 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.DC.5: Debate laws and regulations that impact the development and use of software.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
 - 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
 - 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.).
- ***Interdisciplinary Content Standards***
 - 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
 - 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
 - 1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.
 - 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.

- H/F 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
 - H/F 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.
 - 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
 - 1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.
- ***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 of dance fitness to improve lifelong fitness and wellness.*

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"> • synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • there are numerous career opportunities associated with dance and the performing arts. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • dance is an art that has many benefits on one's physical health. 	<p><i>EU 1</i></p> <ul style="list-style-type: none"> • In what ways do my muscles need to work to accomplish this movement? • What is the process for creating an original work? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What careers are there in dance and the performing arts? • What skills are necessary for a career in dance and the performing arts? • What training is available and necessary for a career in dance and the performing arts? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How does social dancing affect my aerobic conditioning?
<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 everlasting positive impact physical fitness has on an individual's physical, mental, and emotional wellness (2.2.12.PF.1). <p><i>EU 2</i></p> <ul style="list-style-type: none"> • individual and team execution requires interaction, respect, effort, and a positive attitude (2.2.12.PF.2, 2.2.12.LF.4). <p><i>EU 3</i></p>	<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"> • track their heart rates to ensure they are getting the most out of their dance fitness workouts (2.2.12.PF.1, 2.2.12.LF.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • demonstrate correct anatomical principles of body alignment, pelvic control and core strength when creating and performing choreography in a variety of dance genres (2.2.12.MSC.3). <p><i>EU 3</i></p>

- healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. (2.2.12.LF.5)

- positively communicate and interact with others in a dynamic, collaborative environment (2.2.12.LF.5).

Stage Two - Assessment

Stage Three - Instruction

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 for Dance Fitness are examples but are not limited to:

- Zumba
- Yoga
- Barre
- Creative social media dances (i.e. tik tok dances)
- Just Dance
- Wii Dance
- Pilates
- Heart Rate monitoring
- Youtube dances
- Dance Body

- Aerobic steppers
- Improvisational dances

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).

- The teacher will introduce a movement phrase that includes strength, flexibility and endurance. Students will alter the phrase by manipulating the tempo, directions, levels and energy qualities. **(A, M, EU1, EU3)**
- Students will analyze how varying the use of force affects the way a movement feels, is perceived and is interpreted **(M, T, EU1, EU3)**
- The teacher will introduce a complex of locomotor and axial sequence. Have students alter the sequences of breaths, spatial directions, shaping of the body and energy qualities. **(A, M, EU1, EU3)**
- Apply the rules, safety precautions, etiquette, and strategies to dances. **(M, T, EU1, EU3)**
- Connect locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. **(M, T, EU1, EU3)**
- Create a solo or group dance with application of major muscle groups and proper body mechanics. **(M, T, EU1, EU3)**
- Create a document to highlight fitness dance studios in the community. **(M, T, EU2)**
- Produce a performance with peers, taking various roles, and analyze the skills needed for such jobs. **(T, EU2)**
- Demonstrate social interaction, development, problem solving, and communication skills during activities. **(A, 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)**

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
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
- Barre
- Yoga Mats
- Aerobic Steppers
- Dancing props (scarves, drum sticks, fabric, paper, etc)
- Hip Hop in a Box
- Just Dance
- Wii Dance
- Youtube
- Chromebooks
- Mirrors

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.