

Marking Period		Unit Title	Recommended Instructional Days
1		Marking Period 1	45 days
<b>Artistic Process:</b>	<b>Anchor Standard: General Knowledge &amp; Skills</b>	<b>Recommended Activities, Investigations,                      Interdisciplinary Connections, and/or Student                      Experiences to Explore NJSLs-VPA within Unit</b>	
Creating Performing Responding	<b>Standard #:</b> Anchor Standard 2 <b>Description:</b> Organizing and developing ideas.		
	<b>Standard #:</b> Anchor Standard 5 <b>Description:</b> Developing and refining techniques and models or steps needed to create products.		
	<b>Standard #:</b> Anchor Standard 7 <b>Description:</b> Perceiving and analyzing products.		
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>		
<b>Creating</b> Explore Plan Revise  <b>Performing</b> Embody Execute Express	<b>HS Proficient</b> 1.1.12prof.Cr2 a. Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the	<b>Activity Description:</b> Unit Title: Exploring Dance Creation and Healthful Practices  Standards: <ul style="list-style-type: none"> <li>● 1.1.12prof.Cr2</li> <li>● 1.1.12prof.Pr5</li> <li>● 1.1.12prof.Re7</li> </ul>	

<p>Present</p> <p><b>Responding</b>                  Analyze                  Critique                  Interpret</p>	<p>artistic intent.</p> <p>b. Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</p> <p><b>HS Proficient</b>                  1.1.12prof.Pr5</p> <p>a. Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.</p> <p>b. Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.</p> <p>c. Demonstrate body coordination while moving (e.g.,</p>	<p>Unit Overview:</p> <p>This unit focuses on exploring dance creation, healthful practices for dancers, and the analysis of dance forms within cultural contexts. Students will collaborate to develop dance studies with clear artistic intents, manipulate choreographic devices, and choose themes to communicate through movement. Additionally, students will learn and apply healthful strategies, anatomical terms, and body coordination principles essential for dancers. They will also analyze recurring patterns of movement and elements of dance within various genres, styles, or cultural practices, with a focus on diversity and inclusion.</p> <p>Introduction to Dance Creation</p> <ul style="list-style-type: none"> <li>● Session 1:                         <ul style="list-style-type: none"> <li>● Introduction to the unit: Overview of dance creation, healthful practices, and analysis of dance forms.</li> <li>● Brainstorming session: Students generate ideas for themes and artistic intents for their dance studies.</li> </ul> </li> </ul> <p>Manipulating Choreographic Devices</p> <ul style="list-style-type: none"> <li>● Session 2:                         <ul style="list-style-type: none"> <li>● Exploration of choreographic devices: Students experiment with various choreographic devices (e.g., motif development, repetition, canon) to develop their dance studies.</li> </ul> </li> <li>● Session 3:</li> </ul>
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	<p>elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.</p> <p>d. 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).</p> <p>e. Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.</p> <p><b>HS Proficient</b> 1.1.12prof.Re7 a. Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.</p>	<ul style="list-style-type: none"><li>● Application of dance terminology: Students use dance terminology to explain how choreographic devices clarify the artistic intent of their dance studies.</li></ul> <p>Developing Dance Themes</p> <ul style="list-style-type: none"><li>● Session 4:<ul style="list-style-type: none"><li>● Theme selection: Students choose themes to develop their dance studies and create corresponding movements to communicate the themes effectively.</li></ul></li><li>● Session 5:<ul style="list-style-type: none"><li>● Movement development: Students select specific movement vocabulary to communicate the main ideas of their chosen themes and discuss how their dances communicate non-verbally.</li></ul></li></ul> <p>Healthful Practices for Dancers</p> <ul style="list-style-type: none"><li>● Session 6:<ul style="list-style-type: none"><li>● Introduction to healthful strategies: Students learn and evaluate healthful strategies essential for dancers, such as nutrition, injury prevention, and emotional health.</li></ul></li><li>● Session 7:<ul style="list-style-type: none"><li>● Body awareness and coordination: Students practice joint articulations, basic anatomical terms, and body coordination principles relevant to dance movements.</li></ul></li></ul>
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	<p>b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.</p>	<p>Exploring Body Conditioning</p> <ul style="list-style-type: none"> <li>● Session 8:                             <ul style="list-style-type: none"> <li>● Body conditioning techniques: Students explore different body conditioning techniques, such as yoga, weight training, aerobics, and Pilates, to develop a wide range of motion, flexibility, strength, and endurance.</li> </ul> </li> <li>● Session 9:                             <ul style="list-style-type: none"> <li>● Style/genre-specific vocabulary: Students demonstrate style/genre-specific vocabulary and codified movements with appropriate alignment, breath control, body part initiation, and sequencing.</li> </ul> </li> </ul>
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></p>	
<ol style="list-style-type: none"> <li>1. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</li> <li>2. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.</li> <li>3. Dance is perceived and analyzed to comprehend its meaning.</li> </ol>	<ol style="list-style-type: none"> <li>1. What influences choice-making in creating choreography?</li> <li>2. How is the body used as an instrument for technical and artistic expression?</li> <li>3. How is a dance understood?</li> </ol>	<p>Analyzing Dance Forms</p> <ul style="list-style-type: none"> <li>● Session 10:                             <ul style="list-style-type: none"> <li>● Analysis of dance elements: Students use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance forms, focusing on artistic intent.</li> </ul> </li> <li>● Session 11:                             <ul style="list-style-type: none"> <li>● Cultural analysis: Students analyze the use of dance elements within various genres, styles, or cultural practices, considering diversity and inclusion aspects.</li> </ul> </li> </ul> <p>Integrating Themes and Healthful Practices</p>

<b>Social and Emotional Learning:                      Competencies</b>	<b>Social and Emotional Learning:                      Sub-Competencies</b>	
<p>SEL/Create</p> <ul style="list-style-type: none"> <li>- (2) Organize and develop artistic ideas and work.</li> </ul> <p>SEL/Perform</p> <ul style="list-style-type: none"> <li>- (5) Develop &amp; refine artistic techniques &amp; work for presentation.</li> </ul> <p>SEL/Respond</p> <ul style="list-style-type: none"> <li>- (7) Perceive and analyze artistic work.</li> </ul> <p>SEL/Connect</p> <ul style="list-style-type: none"> <li>- (10) Synthesize and relate knowledge and personal experiences to make art.</li> </ul>	<p>SEL/Create</p> <p>CONSOLIDATED EU                      Artists organize and develop creative ideas by balancing what is known with what is new</p> <p>CONSOLIDATED EQ                      How do artists make creative decisions?</p> <p>SEL/Perform</p> <p>CONSOLIDATED EU                      Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, &amp; refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ                      How do artists improve the quality of their presentation/performance?</p>	<ul style="list-style-type: none"> <li>● Session 12:                             <ul style="list-style-type: none"> <li>● Integration of themes and healthful practices: Students integrate themes and healthful practices into their dance studies, considering the connections between artistic expression and physical well-being.</li> </ul> </li> <li>● Session 13:                             <ul style="list-style-type: none"> <li>● Practice and refinement: Students practice and refine their dance studies, focusing on clarity of artistic intent, movement quality, and safe body use.</li> </ul> </li> </ul> <p>Presentation and Reflection</p> <ul style="list-style-type: none"> <li>● Session 14:                             <ul style="list-style-type: none"> <li>● Presentation preparation: Students prepare to present their dance studies to the class, highlighting their themes, artistic intents, and healthful practices.</li> </ul> </li> <li>● Session 15:                             <ul style="list-style-type: none"> <li>● Presentation of dance studies: Students present their completed dance studies to the class, followed by a reflection and discussion on the cultural contexts and diversity and inclusion aspects of their dances.</li> </ul> </li> <li>● Session 16:                             <ul style="list-style-type: none"> <li>● Reflection and feedback: Students reflect on their learning journey throughout the unit and provide feedback on the unit content, activities, and their</li> </ul> </li> </ul>

	<p>SEL/Respond CONSOLIDATED EU Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works</p> <p>CONSOLIDATED EQ How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p> <p>SEL/Connect CONSOLIDATED EU The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works.</p> <p>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</p>	<p>own growth as dancers, with a focus on diversity and inclusion.</p> <p>Assessment:</p> <ul style="list-style-type: none"><li>● Formative assessments throughout the unit, including observations, discussions, and feedback during brainstorming, movement development, healthful practices, and analysis activities.</li><li>● Summative assessment based on students' ability to manipulate choreographic devices, develop dance themes, apply healthful practices, demonstrate body coordination, analyze dance forms, and integrate diversity and inclusion aspects into their dance studies.</li></ul> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"><li>● Integration of academic skills (e.g., creativity, critical thinking, communication) through dance creation, healthful practices, and analysis of dance forms.</li><li>● Connection to social-emotional learning by fostering self-awareness, empathy, and respect for diversity and inclusion through the exploration of dance themes and cultural contexts.</li><li>● Incorporation of dance literacy skills, language arts, to enhance students' ability to analyze and articulate the artistic intents, movements, and cultural significance of dance forms, particularly within diverse and inclusive contexts.</li></ul>
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<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Peer and self feedback in critical response format</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>Rubric evaluations</li> <li>Tests/Quizzes</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Performances</li> <li>In-studio showings</li> </ul>	
<b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources                  IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press.  Eisner, E. (2002). <i>The Educational Imagination 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall  Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i> .	<ul style="list-style-type: none"> <li>Meet with the student’s special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Allow access to supplemental materials, including use of online bilingual dictionary.</li> <li>Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or</li> </ul>	<ul style="list-style-type: none"> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

<p>NY: Routledge.</p> <p>Freire, P. (1972). <i>Pedagogy of the oppressed</i>. New York: Herder and Herder.</p> <p>Fritha Pengelly M.F.A. (2010) <i>Anatomy for Dance: An Expanded Design</i>, Journal of Dance Education,10:3, 77-82, DOI: <a href="https://doi.org/10.1080/15290824.2010.508696">10.1080/15290824.2010.508696</a></p> <p>Hamilton, L. H. (2008). <i>The Dancer's Way: The New York City Ballet Guide to Mind, Body, and Nutrition</i>. William Morrow Paperbacks.</p> <p>hooks,b., (1994). <i>Teaching to transgress: Education as the practice of freedom</i>.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. <a href="https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf">https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</a></p> <p>Tharp, T. (2006). <i>The Creative Habit: Learn It and Use It for Life</i>. Simon &amp; Schuster.</p>	<ul style="list-style-type: none"> <li>● Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task.</li> <li>● Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school’s Occupational or Physical Therapists.</li> </ul>	<p>test to their individual needs.</p>	
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**Supplemental Resources**

**Technology:**

- Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school’s speech therapist.

**Other:**

- N/A

**Differentiated Student Access to Content:  
 Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>• Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>• Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>• Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>• Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</li> <li>• Allow additional time to complete classwork as needed, when required according to students’ IEP or 504 plan. Break assignments up into</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>• Provide access to preferred seating, when requested.</li> <li>• Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer pre-assessments to better understand students’ strengths, and create an enhanced set of introductory activities accordingly.</li> <li>• Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>• Propose interest-based extension activities and opportunities for extra credit.</li> </ul>

	<p>shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> <li>• Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.</li> </ul>		
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New Jersey Legislative Statutes and Administrative Code  
 (place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A                  52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A.                  18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>	X	Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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**NJSLS CAREER READINESS,  
 LIFE LITERACIES & KEY  
 SKILLS**

***Disciplinary Concepts:***  
 Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving,  
 Technology Literacy

	<b><i>Core Ideas:</i></b>	<p>Different types of jobs require different knowledge and skills.</p> <p>Brainstorming can create new, innovative ideas.</p> <p>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p> <p>Collaboration can simplify the work an individual has to do and sometimes produce a better product.</p>
	<b><i>Performance Expectation/s:</i></b>	<p>Make a list of different types of jobs and describe the skills associated with each job.</p> <p>Demonstrate openness to new ideas and perspectives.</p> <p>Demonstrate originality and inventiveness in work.</p> <p>Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>Identify possible approaches and resources to execute a plan.</p> <p>Use a variety of types of thinking to solve problems.</p> <p>Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.</p>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>	