

Marking Period		Unit Title	Recommended Instructional Days
3		Marking Period 3	45 days
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit	
Creating Performing Connecting	Standard #: Anchor Standard 3 Description: Refining and completing products. Standard #: Anchor Standard 6 Description: Conveying meaning through art.		
	Standard #: Anchor Standard 10 Description: Synthesizing and relating knowledge and personal experiences to make art.		
Artistic Practice:	Performance Expectation/s:		
Creating Explore Plan Revise Performing Embody Execute Express	HS Proficient 1.1.12prof.Cr3 a. Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact	Activity Description: Unit Title: Enhancing Movement Quality and Dance Documentation Standards: <ul style="list-style-type: none"> ● 1.1.12prof.Cr3 ● 1.1.12prof.Pr6 	

<p>Present</p> <p>Connecting Synthesize Relate</p>	<p>of choices made in the revision process.</p> <p>b. Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).</p> <p>HS Proficient 1.1.12prof.Pr6</p> <p>a. Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.</p> <p>b. Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.</p> <p>c. Adapt movements to performance area. Demonstrate</p>	<ul style="list-style-type: none"> ● 1.1.12prof.Cn10 <p>Unit Overview:</p> <p>This unit focuses on enhancing movement quality, documenting dance through notation systems, refining performance skills, and exploring dance's expression of global issues such as climate change, LGBT, and disabilities. Students will engage in movement revision, notation comparison, rehearsal techniques, and research-based choreography to create original dances reflecting diverse perspectives.</p> <p>Movement Revision and Feedback</p> <ul style="list-style-type: none"> ● Session 1: <ul style="list-style-type: none"> ● Introduction to movement revision: Overview of the importance of self-reflection and feedback in improving movement quality. ● Session 2: <ul style="list-style-type: none"> ● Movement revision workshop: Students revise a movement study based on self-reflection and feedback from peers. Articulate movement choices and revisions. <p>Dance Documentation</p> <ul style="list-style-type: none"> ● Session 3: <ul style="list-style-type: none"> ● Introduction to dance notation systems: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies.
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	<p>performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p> <p>d. Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.</p> <p>HS Proficient 1.1.12prof.Cn10 a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and</p>	<ul style="list-style-type: none">● Session 4:<ul style="list-style-type: none">● Dance notation practice: Students practice using notation systems to document choreographic sequences. <p>Enhancing Body Mechanics</p> <ul style="list-style-type: none">● Session 5:<ul style="list-style-type: none">● Investigating visualization and motor imagery: Students explore visualization, motor imagery, and breath to enhance the quality of body mechanics and movement energy.● Session 6:<ul style="list-style-type: none">● Application of visualization techniques: Students apply visualization techniques to improve movement skills and expressiveness. <p>Refining Performance Skills</p> <ul style="list-style-type: none">● Session 7:<ul style="list-style-type: none">● Rehearsal techniques: Students rehearse a dance, applying specific feedback to refine performance accuracy, consistency, and expressiveness.● Session 8:<ul style="list-style-type: none">● Performance adaptation: Students adapt movements to the performance area and demonstrate performance etiquette and practices. <p>Analyzing Dance Perspectives</p> <ul style="list-style-type: none">● Session 9:
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	<p>experiences influence responses to dance works.</p> <p>b. Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.</p>	<ul style="list-style-type: none"> ● Analysis of choreographic perspectives: Students analyze a dance to determine the ideas expressed by the choreographer and how they impact personal interpretation. ● Session 10: <ul style="list-style-type: none"> ● Personal reflection: Students reflect on how personal background and experiences influence responses to dance works and choreographic perspectives.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ol style="list-style-type: none"> 1. Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 2. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. 	<ol style="list-style-type: none"> 1. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work? 2. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance? 3. How does dance deepen our understanding of ourselves, other 	<p>Researching Global Issues</p> <ul style="list-style-type: none"> ● Session 11: <ul style="list-style-type: none"> ● Introduction to research methods: Students learn research methods to investigate global issues, including climate change, LGBT, and disabilities. ● Session 12: <ul style="list-style-type: none"> ● Research-based choreography: Students conduct research to inform original dances expressing multiple perspectives and global issues. <p>Creative Exploration</p> <ul style="list-style-type: none"> ● Session 13: <ul style="list-style-type: none"> ● Choreographic workshop: Students create original dances expressing diverse perspectives and global issues, integrating movement revision, notation, and research-based choreography. ● Session 14:

<p>3. As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p>	<p>knowledge, and events around us?</p>	<ul style="list-style-type: none"> ● Rehearsal and refinement: Students rehearse and refine their choreographic works, applying feedback and technical elements. <p>Presentation and Reflection</p> <ul style="list-style-type: none"> ● Session 15: <ul style="list-style-type: none"> ● Dress rehearsal: Students prepare for the final presentation of their original dances, incorporating technical elements and production terminology. ● Session 16: <ul style="list-style-type: none"> ● Presentation and reflection: Students present their choreographic works to the class, followed by a reflection and discussion on the rehearsal and performance process, including the analysis and evaluation of performance success and connections to global issues. <p>Assessment:</p> <ul style="list-style-type: none"> ● Formative assessments throughout the unit, including movement revision, dance notation, rehearsal techniques, research-based choreography, and performance reflections. ● Summative assessment based on students' ability to revise movement studies, document dance through notation systems, refine performance skills, analyze choreographic perspectives, research global issues, and
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create - (2) Organize and develop artistic ideas and work.</p> <p>SEL/Perform - (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond - (7) Perceive and analyze artistic work.</p> <p>SEL/Connect</p>	<p>SEL/Create 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 CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their</p>	

<p>- (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p>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> <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</p>	<p>create original dances expressing diverse perspectives and global issues.</p> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Integration of academic skills (e.g., research, analysis, reflection) with dance techniques and choreography. ● Connection to social-emotional learning by fostering self-awareness, empathy, and understanding of diverse perspectives through dance exploration and research on global issues. ● Incorporation of dance literacy skills to enhance students' ability to analyze and articulate the artistic expression, technical execution, and thematic content of dance works, particularly in relation to global issues such as climate change, LGBT, and disabilities.
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	<p>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>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Peer and self feedback in critical response format 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> Performances In-studio showings 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p>	<ul style="list-style-type: none"> 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. Provide access to an 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. 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 test to their individual needs. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<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: 10.1080/15290824.2010.508696</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>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Woodson, C. (2005). <i>Beginning Of, The Mis-Education of the Negro</i> (1-87). Mineola, NY: Dover Publications Inc.</p>	<p>individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task.</p> <ul style="list-style-type: none"> ● 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 student’s special education classroom, or the school’s Occupational or Physical Therapists. 		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● 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. <p>Other:</p>			

- 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"> • Offer resources to students in a variety of ways to accommodate for multiple learning styles. • Engage all learners through implementation of various resources including visual, audio, and tactile materials. • 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. 	<ul style="list-style-type: none"> • Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. • 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). • Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. 	<ul style="list-style-type: none"> • Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. • Provide access to preferred seating, when requested. • Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> • Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. • Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. • Propose interest-based extension activities and opportunities for extra credit.

	<ul style="list-style-type: none"> 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. 		
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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>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Standards in Action: <i>Climate Change</i>		Diversity and Inclusion <i>C.18A:35-4.36.A</i>

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<i>Core Ideas:</i>	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	<i>Performance Expectation/s:</i>	Make a list of different types of jobs and describe the skills associated with each job.

		<p>Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
		<p>Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>