

Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period 1	45 days
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit
Creating Performing Responding	Standard #: Anchor Standard 2 Description: Organizing and developing ideas. Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products. Standard #: Anchor Standard 7 Description: Perceiving and analyzing products.	
Artistic Practice:	Performance Expectation/s:	
Creating Explore Plan Revise Performing Embody	HS Accomplished 1.1.12acc.Cr2 a. Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic	Activity Description: Unit Plan: Exploring Dance Design and Health Strategies Standards: <ul style="list-style-type: none"> ● 1.1.12acc.Cr2 ● 1.1.12acc.Pr5

	<p>devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.</p> <p>b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.</p> <p>HS Accomplished 1.1.12acc.Pr5</p> <p>a. Research healthful strategies essential for dancers and modify personal practice based on findings.</p> <p>b. Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.</p> <p>c. Maintain optimal alignment and adjust the placement shifting energy of the body while traveling through space and</p>	<ul style="list-style-type: none">● 1.1.12acc.Re7 <p>Unit Overview:</p> <p>This unit focuses on designing original dance studies, researching health strategies for dancers, and analyzing dance works across different genres and cultural contexts. Students will explore movement vocabulary, choreographic devices, and artistic statements while enhancing their understanding of healthful practices and genre-specific dance terminology.</p> <p>Dance Design and Artistic Intent</p> <ul style="list-style-type: none">● Session 1:<ul style="list-style-type: none">● Introduction to dance design: Discuss the integration of movement vocabulary, choreographic devices, and dance structures in designing original dance studies. Explore how these elements clarify artistic intent.● Session 2:<ul style="list-style-type: none">● Collaborative dance design: Work individually and collaboratively to design dance studies that integrate movement vocabulary and choreographic devices from various dance genres. Discuss how the selected vocabulary and structures support the artistic intent. <p>Artistic Statement and Movement Selection</p> <ul style="list-style-type: none">● Session 3:
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	<p>preceding and following jumps.</p> <p>d. Develop a personal conditioning practice, using different body conditioning techniques, that improves range of motion, muscular flexibility, strength, and endurance to enhance performance.</p> <p>e. Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.</p> <p>HS Accomplished 1.1.12acc.Re7</p> <p>a. Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.</p> <p>b. Analyze and compare the movement patterns and their</p>	<ul style="list-style-type: none">● Developing an artistic statement: Reflect on personal aesthetic preferences and develop an artistic statement for an original dance study or dance.● Session 4:<ul style="list-style-type: none">● Movement selection: Select and demonstrate movements that support the artistic statement. Discuss how each movement contributes to the overall artistic intent. <p>Researching Health Strategies</p> <ul style="list-style-type: none">● Session 5:<ul style="list-style-type: none">● Healthful strategies for dancers: Research healthful strategies essential for dancers, including nutrition, injury prevention, and conditioning practices.● Session 6:<ul style="list-style-type: none">● Applying health findings: Modify personal dance practice based on research findings. Discuss how kinesthetic principles and body systems relate to the dancing body. <p>Conditioning Practices and Movement Clarity</p> <ul style="list-style-type: none">● Session 7:<ul style="list-style-type: none">● Personal conditioning practices: Develop personal conditioning practices using different techniques to improve range of motion, flexibility, strength, and endurance.● Session 8:
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	<p>relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.</p>	<ul style="list-style-type: none"> ● Clarity of movement intention: Execute clarity of movement intention during complex movement sequences. Practice using style/genre-specific vocabulary and executing codified movements with appropriate alignment and characteristics.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Analyzing Dance Works</p>
<ol style="list-style-type: none"> 1. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. 2. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. 3. Dance is perceived and analyzed to comprehend its meaning. 	<ol style="list-style-type: none"> 1. What influences choice-making in creating choreography? 2. How is the body used as an instrument for technical and artistic expression? 3. How is a dance understood? 	<ul style="list-style-type: none"> ● Session 9: <ul style="list-style-type: none"> ● Genre-specific dance terminology: Use genre-specific dance terminology to analyze dance works and recurring patterns of movement. Discuss how these patterns create structure and meaning in dance. ● Session 10: <ul style="list-style-type: none"> ● Comparative analysis: Analyze and compare movement patterns in a variety of genres, styles, or cultural movement practices. Discuss how differences impact communication and intent within a cultural context. <p>Culminating Projects and Reflection</p> <ul style="list-style-type: none"> ● Session 11: <ul style="list-style-type: none"> ● Culminating projects: Present final original dance studies, incorporating movement vocabulary, choreographic devices, and artistic statements. Reflect on the design process and artistic intent. ● Session 12:

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<p>SEL/Create</p> <ul style="list-style-type: none"> - (2) Organize and develop artistic ideas and work. <p>SEL/Perform</p> <ul style="list-style-type: none"> - (5) Develop & refine artistic techniques & work for presentation. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (7) Perceive and analyze artistic work. <p>SEL/Connect</p> <ul style="list-style-type: none"> - (10) Synthesize and relate knowledge and personal experiences to make art. 	<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, & 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"> ● Diversity and inclusion discussion: Reflect on the role of diversity and inclusion in dance design and analysis. Discuss how understanding different cultural perspectives enriches dance appreciation and expression. <p>Assessment:</p> <ul style="list-style-type: none"> ● Formative assessments throughout the unit, including collaborative dance design activities, movement demonstrations, research findings, conditioning practices, and performance evaluations. ● Summative assessment based on students' ability to design original dance studies, apply health strategies to personal practice, analyze dance works using genre-specific terminology, and reflect on diversity and inclusion in dance. <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Academic Integration: The unit integrates academic skills such as research, analysis, reflection, and communication with dance techniques and choreographic practices. Students engage in research to explore health strategies for dancers and analyze dance works using genre-specific terminology, enhancing their critical thinking and academic literacy skills. ● Social-Emotional Learning (SEL): Through collaborative dance design activities and peer feedback sessions, students develop social-emotional competencies such as teamwork, communication, and

	<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>empathy. They learn to work collaboratively to design original dance studies, provide constructive feedback, and support each other's artistic growth.</p> <ul style="list-style-type: none">● Cultural and Global Perspectives: The unit encourages students to explore dance across different genres, styles, and cultural contexts. By analyzing movement patterns and their relationships within various cultural movement practices, students gain an understanding of how dance communicates intent within diverse cultural contexts. Additionally, discussions on diversity and inclusion in dance design and analysis foster empathy and appreciation for different cultural perspectives.● Dance Literacy: Integration of dance literacy skills enhances students' ability to analyze and articulate the artistic expression, technical execution, and cultural significance of dance works. By using genre-specific dance terminology to analyze dance works and design original dance studies, students develop proficiency in expressing themselves artistically and understanding the nuances of dance communication.● Real-World Application: The unit emphasizes the practical application of dance techniques, health strategies, and choreographic principles in real-world settings. Students apply their learning during rehearsals, performances, and conditioning practices, preparing them for future endeavors in dance or related fields.● Career Readiness: Through discussions on health strategies for dancers, technical elements of dance performance, and professional rehearsal practices, students develop skills essential for success in dance-related careers. They learn to maintain optimal
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		alignment, execute clarity of movement intention, and communicate effectively with performers and backstage personnel, preparing them for future roles in the dance industry.	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> Peer and self feedback in critical response format 		Benchmarks: <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes Summative Assessments: <ul style="list-style-type: none"> Performances In-studio showings 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press.	<ul style="list-style-type: none"> Meet with the student's special education or inclusion teacher prior to initial assessment to learn 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the

<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> <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>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> https://njartsstandards.org/sites/defa</p>	<p>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.</p> <ul style="list-style-type: none"> ● 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. ● 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. 	<ul style="list-style-type: none"> ● 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. 	<p>assistance of guidance counselors.</p>
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<p>ult/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Tharp, T. (2006). <i>The Creative Habit: Learn It and Use It for Life</i>. Simon & Schuster.</p>			
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> <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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). 	<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

	<ul style="list-style-type: none"> • 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. • 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. 		<p>opportunities for extra credit.</p>
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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	<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. 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.
	Career Readiness, Life Literacies, & Key Skills Practices	
	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.	