

Marking Period		Unit Title	Recommended Instructional Days
1		Marking Period 1	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 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 Execute Express Present	5th 1.1.5.Cr2 a. Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices. b. Develop a dance study by	Activity Description: Unit Title: Celebrating Diversity Through Dance Unit Description: In this unit, students will explore the rich diversity of dance styles and cultures from around the world while developing their choreographic and performance skills. Through the integration of diverse dance forms, students will learn to	

<p>Responding Analyze Critique Interpret</p>	<p>selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</p> <p>5th 1.1.5.Pr5 a. Apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) essential for the dancer.</p> <p>b. Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.</p> <p>c. Identify body organization Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.</p>	<p>appreciate and celebrate different cultures, promoting inclusivity and diversity within the dance classroom.</p> <p>Standards:</p> <p>1.1.5.Cr2 1.1.5.Pr5 1.1.5.Re7</p> <p>Sessions 1-2: Introduction to Cultural Dance</p> <ul style="list-style-type: none">● Introduce students to a variety of cultural dance forms from different regions of the world.● Discuss the cultural significance of each dance form and its role within its respective community.● Begin exploring basic movement vocabulary and choreographic devices inspired by the cultural dances. <p>Sessions 3-4: Choreography and Expression</p> <ul style="list-style-type: none">● Select a choreographic device to expand movement possibilities and develop a main idea for a dance study.● Use dance terminology to explain movement choices and discuss how the dance communicates non-verbally.● Develop choreographic sequences that reflect the cultural elements learned in previous lessons.
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	<p>d. Demonstrate increased flexibility, strength, and endurance using a variety of bases of support (e.g., body shapes, levels, core).</p> <p>e. Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.</p> <p>5th 1.1.5.Re7</p> <p>a. Describe recurring patterns of movement and their relationships to the meaning of the dance.</p> <p>b. Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.</p>	<p>Sessions 5-6: Movement and Anatomy</p> <ul style="list-style-type: none"> ● Explore the anatomy of movement, including joint actions, articulations, and basic anatomical terms. ● Practice movements that engage different muscle groups and promote flexibility, strength, and endurance. ● Incorporate kinesthetic principles into dance movements and track the response of basic body organs to different intensities of movement. <p>Sessions 7-8: Performance and Reflection</p> <ul style="list-style-type: none"> ● Rehearse and refine choreographic sequences for performance. ● Describe recurring patterns of movement and their relationships to the meaning of the dance. ● Compare and contrast qualities and characteristics of cultural dances to deepen understanding and appreciation. ● Reflect on the unit's learning journey and the importance of diversity and inclusion in dance. <p>Assessment:</p> <ul style="list-style-type: none"> ● Observation of students' ability to select and apply choreographic devices and movement vocabulary to communicate a main idea. ● Evaluation of students' understanding of dance terminology and their ability to describe movement choices.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</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"> ● Peer and self-assessment of choreographic sequences, focusing on non-verbal communication and cultural authenticity. ● Written reflections on the cultural significance of different dance forms and the importance of diversity and inclusion in dance education. <p>Interdisciplinary Connections:</p> <p>This unit will integrate interdisciplinary connections, including social studies, geography, and language arts. Students will learn about the cultural significance of different dance forms, explore the geographical regions from which they originate, and engage in writing activities to reflect on their learning and experiences.</p>
<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/Create CONSOLIDATED EU</p>	

<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>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 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</p>	
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	context(s) of the arts and artistic works CONSOLIDATED EQ How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?		
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. Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004).	<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. 	<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 	<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><i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Green Gilbert, A. (2006). Brain-Compatible Dance Education. Human Kinetics.</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>	<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. 	<p>of any classwork, quiz or test to their individual needs.</p>	
<p>Supplemental Resources</p>			
<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 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			

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. ● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to 	<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.

Content Area: Visual & Performing Arts (NJSLS-VPA 3-5)
 Visual and Performing Arts: Dance
 Grade: 3-5

Dev. Date:
 2020-2021

	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>	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.

		<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>
	Career Readiness, Life Literacies, & Key Skills Practices	
		<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>