Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	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 1 **Description:** Generating and conceptualizing ideas. **Standard #:** Anchor Standard 4 **Description:** Selecting, analyzing, and interpreting work. **Standard #:** Anchor Standard 8 **Description:** Interpreting intent and meaning.	
Artistic *Practice*:	**Performance Expectation/s:**	
Creating Explore Plan Revise **Performing** Embody Execute Express Present **Responding**	**5th** 1.1.5.Cr1 a. Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, experiences, literary forms, natural phenomena, current news) to build dance content. b. Solve multiple movement problems using the elements of	**Activity Description**: Unit Title: Dancing for a Sustainable Future Unit Description: In this unit, students will explore the urgent issue of climate change through the medium of dance. They will use various stimuli, such as music, images, and text, to build dance content that communicates the challenges and solutions related to climate change. Through planned and improvised movement sequences, students will develop spatial awareness, rhythmic

Analyze Critique Interpret	dance to develop dance content. **5th** 1.1.5.Pr4 a. Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far). b. Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes. c. Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.) **5th**	precision, and expressive dynamics while addressing the theme of environmental sustainability. Standards: 1.1.5.Cr1 1.1.5.Pr4 1.1.5.Re8 Sessions 1-2: Understanding Climate Change ● Introduce students to the concept of climate change and its impact on the environment and society. ● Discuss the importance of sustainability and the role of individuals in mitigating climate change. ● Use images, videos, and text related to climate change as stimuli to inspire movement exploration and choreographic ideas. Sessions 3-4: Building Dance Content ● Explore various stimuli, such as music, sound, text, and images, to build dance content related to climate change. ● Solve movement problems using the elements of dance to develop choreographic sequences that communicate the challenges and solutions of climate change.

<table>
<tr><td></td><td>1.1.5.Re8
a. Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.</td><td rowspan="3">● Collaboratively create dance studies that depict different aspects of climate change, such as deforestation, melting ice caps, or renewable energy.

Sessions 5-6: Developing Spatial Awareness and Dynamics

● Perform planned and improvised movement sequences with increasing complexity in the use of space, focusing on diverse pathways, levels, patterns, and spatial relationships.
● Explore dynamics and energy in movement, experimenting with fast/slow, sharp/smooth, strong/gentle, tight/loose qualities to convey the urgency and impact of climate change.

Sessions 7-8: Rehearsal and Performance

● Rehearse and refine choreographic sequences related to climate change.
● Perform the dance compositions for peers, teachers, and parents, explaining how the movements communicate the main idea of the dance using basic dance terminology.
● Reflect on the process and impact of using dance as a tool for raising awareness about climate change and promoting sustainability.

Assessment:

● Observation of students' ability to use a variety of stimuli to build dance content related to climate change.</td></tr>
<tr><td>Enduring Understanding/s:</td><td>Essential Question/s:</td></tr>
<tr><td>1. Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

2. Space, time, and energy are basic elements of dance.

3. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</td><td>1. Where do choreographers get ideas for dances?

2. How do dancers work with space, time and energy to communicate artistic expression?

3. How is dance interpreted?</td></tr>
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Social and Emotional Learning: ***Competencies***	**Social and Emotional Learning:** ***Sub-Competencies***	● Evaluation of students' performance in planned and improvised movement sequences, focusing on spatial awareness, rhythmic precision, and expressive dynamics. ● Peer and self-assessment of dance compositions, considering their effectiveness in conveying the challenges and solutions of climate change. ● Written reflections on the role of dance in addressing environmental issues and promoting sustainability. Interdisciplinary Connections: This unit will integrate interdisciplinary connections with science and social studies. Students will learn about the science of climate change, its impacts on the environment and communities, and explore solutions for a sustainable future. They will also engage in discussions about the role of individuals and communities in addressing climate change.
SEL/Create - (1) Generate and conceptualize artistic ideas and work. SEL/Perform - (4) 4 Analyze, interpret & select artistic work for Presentation. SEL/Respond - (8) Interpret intent and meaning in artistic work	SEL/Create CONSOLIDATED EU Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed. CONSOLIDATED EQ How do artists generate creative ideas? SEL/Perform CONSOLIDATED EU Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent. CONSOLIDATED EQ How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?	

	SEL/Respond CONSOLIDATED EU The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences. CONSOLIDATED EQ How does understanding an artist's expressive intent help us comprehend, interpret, and personally relate to an artistic works.	

Assessments (Formative) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
Formative Assessments: ● Peer and self feedback in critical response format	**Benchmarks:** ● Rubric evaluations ● Tests/Quizzes **Summative Assessments:** ● 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). *The child and the curriculum.* Chicago: University of Chicago Press.	● Meet with the student's special education or inclusion teacher prior to initial assessment to learn	● Allow access to supplemental materials, including use of online	● Connect students to related talent development opportunities, often offered through area colleges, with the

Eisner, E. (2002). *The Educational Imagination 3rd ed.* Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). *The Curriculum Studies Reader.* NY: Routledge. Green Gilbert, A. (2006). Brain-Compatible Dance Education. Human Kinetics. NJCCCS (2020). *2020 New Jersey Student Learning Standards for Visual and Performing Arts.* https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf	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 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.	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.	assistance of guidance counselors.

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** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core**
● 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.	● 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.	● 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.	● 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.

	• 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.		

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	X	Standards in Action: *Climate Change*		Diversity and Inclusion *C.18A:35-4.36.A*

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	***Disciplinary Concepts:*** Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	Core Ideas:	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.

	Performance Expectation/s:	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.	