

Marking Period		Unit Title	Recommended Instructional Days
1		Marking Period 1	45 days
Artistic Process:		Anchor Standard: General Knowledge & Skills	
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		8th 1.1.8.Cr2 a. Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent.	
		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLV-VPA within Unit	
		Activity Description: Unit Title: Dance Explorations: Diversity Through Movement Unit Description: In this unit, students will explore the rich diversity of dance forms and expressions, focusing on choreographic devices and structures to collaboratively develop dance studies with clear artistic intent. They will examine how dance communicates personal, historical, socio-political, and cultural meanings, and	

<p>Responding Analyze Critique Interpret</p>	<p>Use dance terminology to articulate and justify reasons for movement choices.</p> <p>b. Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.</p> <p>8th 1.1.8.Pr5</p> <p>a. Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health and overall functioning) and safe body-use practices are essential for the dancer.</p> <p>b. Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.</p> <p>c. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. the placement and shifting of energy</p>	<p>establish criteria for choreographing dances that intensify artistic intent. Through this exploration, students will gain a deeper understanding of diversity and its representation in dance.</p> <p>Standards:</p> <ul style="list-style-type: none">● 1.1.8.Cr2● 1.1.8.Pr5● 1.1.8.Re7 <p>Sessions 1-2: Introduction to Choreographic Devices</p> <ul style="list-style-type: none">● Introduce various choreographic devices (e.g., ABA, retrograde, inversion) through demonstrations and examples.● Collaboratively develop short dance studies in small groups, focusing on experimenting with different devices.● Discuss and articulate reasons for movement choices using dance terminology. <p>Sessions 3-4: Establishing Criteria for Meaningful Choreography</p> <ul style="list-style-type: none">● Explore how personal, historical, socio-political, and cultural meanings can be communicated through dance.● Establish criteria for choreographing dances that clarify or intensify artistic intent.
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	<p>in the body. Use vertical, off-center, and non-vertical alignment. Maintain organization of the body while moving 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. Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.</p> <p>8th 1.1.8.Re7 a. Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in context of artistic intent.</p>	<ul style="list-style-type: none">● Analyze and discuss examples of dances that effectively communicate diverse meanings. <p>Sessions 5-6: Exploring Healthful Dance Practices</p> <ul style="list-style-type: none">● Investigate healthful strategies for dancers, including nutrition, injury prevention, and emotional well-being.● Examine kinesthetic principles and body systems related to dance, focusing on alignment, energy, and flexibility.● Practice movements to engage elongated spine, release tension, and maintain optimal body organization. <p>Sessions 7-8: Diversity in Dance</p> <ul style="list-style-type: none">● Explore diverse dance genres, styles, and cultural movement practices, examining how they use choreographic devices and structures.● Analyze and compare recurring patterns of movement in different dance forms, considering their cultural and historical contexts.● Culminating activity: Students choreograph and perform dances that reflect diversity and convey meaningful artistic intent, incorporating the choreographic devices and criteria established throughout the unit. <p>Interdisciplinary Connections: This unit integrates elements of cultural studies, health education, and creative expression. Through exploring diverse dance forms and understanding healthful dance practices, students develop a holistic understanding of dance as an art form and its significance in various cultural contexts.</p>
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	<p>b. Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p>	<p>Additionally, discussions about the meanings conveyed through dance promote critical thinking and empathy, fostering appreciation for diversity and inclusion.</p>
<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 	<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? 	

<p>comprehend its meaning.</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/Perform - (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond - (7) Perceive and analyze artistic work.</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 presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ</p>	

	<p>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>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><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Peer and self feedback in critical response format 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes <p><u>Summative Assessments:</u></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</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>

	<i>IEP/504/At-Risk/ESL</i>		
<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> <p>Green Gilbert, A. (2006). <i>Brain-Compatible Dance Education</i>. 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"> ● 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 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"> ● 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.

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"> • 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 	<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.

	<p>shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</p> <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>	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	
	Core Ideas:	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas.

		<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>
	<i>Performance Expectation/s:</i>	<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>
	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>	