

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	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 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	8th 1.1.8.Cr1 a. Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. b. Explore various movement genres through the elements of	Activity Description: Unit Title: Exploring Climate Consciousness Through Movement Unit Description: In this unit, students will explore the complex issue of climate change through the medium of dance. They will utilize a variety of stimuli, including music, current news, and natural phenomena, to create original dance studies that convey the urgency and impact of climate change. By integrating elements of dance genres and understanding how artistic expression can

<p>Analyze Critique Interpret</p>	<p>dance. Identify and select personal preferences to create an original dance study.</p> <p>8th 1.1.8.Pr4</p> <p>a. Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.</p> <p>b. Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.</p> <p>c. Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent and characterization.</p> <p>8th 1.1.8.Re8</p>	<p>convey meaning, students will deepen their understanding of climate issues and explore ways to inspire change through movement.</p> <p>Standards:</p> <ul style="list-style-type: none">● 1.1.8.Cr1● 1.1.8.Pr4● 1.1.8.Re8 <p>Sessions 1-2: Introduction to Climate Change Dance</p> <ul style="list-style-type: none">● Discuss the concept of climate change and its global impact.● Introduce various stimuli related to climate change (e.g., news articles, images, videos).● Collaboratively brainstorm ideas for original dance studies inspired by climate change. <p>Sessions 3-4: Exploring Movement Genres</p> <ul style="list-style-type: none">● Explore different dance genres (e.g., contemporary, modern, hip-hop) and their elements.● Analyze how each genre can be used to express themes related to climate change.● Select personal preferences from various genres to incorporate into original dance studies. <p>Sessions 5-6: Developing Original Dance Studies</p>
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	<p>a. Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Interpret using genre specific dance terminology.</p>	<ul style="list-style-type: none"> • Use selected stimuli to develop movement sequences for original dance studies. • Experiment with floor and air pathways, spatial designs, phrasing, dynamics, and energy to convey climate-related themes. • Provide peer feedback and revise movement sequences based on artistic expression and clarity.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Sessions 7-8: Performance and Reflection</p>
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> • Rehearse and refine original dance studies for performance. • Perform dances for peers or school community, incorporating dynamic phrasing, energy, and emotional intent. • Reflect on the process of creating and performing climate change-inspired dances, discussing how artistic expression conveyed the urgency and impact of climate issues. <p>Interdisciplinary Connections: This unit integrates elements of environmental science, current events, and artistic expression. By exploring climate change through movement, students engage with the issue on a personal and creative level, fostering empathy and understanding. Additionally, the unit promotes interdisciplinary connections by incorporating scientific concepts into the creative process, encouraging students to explore solutions to real-world challenges through the arts.</p>

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
<p>SEL/Create</p> <ul style="list-style-type: none"> - (1) Generate and conceptualize artistic ideas and work. <p>SEL/Perform</p> <ul style="list-style-type: none"> - (4) 4 Analyze, interpret & select artistic work for Presentation. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (8) Interpret intent and meaning in artistic work 	<p>SEL/Create</p> <p>CONSOLIDATED EU Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ How do artists generate creative ideas?</p> <p>SEL/Perform</p> <p>CONSOLIDATED EU Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>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?</p>

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