

Marking Period		Unit Title	Recommended Instructional Days
1		Marking Period 1	45 days
Artistic Process:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S-VPA within Unit	
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	2nd 1.1.2.Cr2 a. Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device. b. Develop a dance study by selecting a specific movement vocabulary to communicate a	Activity Description: Unit Title: Celebrating Diversity Through Dance Unit Overview: In this marking period long unit, Kindergarten to 2nd-grade students will embark on a journey of creative movement exploration while celebrating diversity through dance. Through engaging activities and guided lessons, students will learn to	

<p>Responding Analyze Critique Interpret</p>	<p>main idea. Discuss how the dance communicates non-verbally.</p> <p>2nd 1.1.2.Pr5</p> <p>a. Identify personal and general space, to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health and overall functioning) essential for the dancer.</p> <p>b. Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.</p> <p>c. Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body</p>	<p>create dance sequences, develop dance studies centered around themes of diversity and inclusion, and appreciate dances from various cultures. By the end of the unit, students will have gained a deeper understanding of diversity, inclusivity, and the power of dance as a universal language.</p> <p>Sessions 1-2: Introduction to Creative Movement</p> <ul style="list-style-type: none">● Introduction to personal and general space in dance.● Basic body parts and joint identification.● Exploration of body organization and locomotor actions.● Practice of simple movement sequences. <p>Sessions 3-4: Exploring Choreographic Devices</p> <ul style="list-style-type: none">● Introduction to choreographic devices (e.g., canon, levels).● Creation of simple dance sequences incorporating choreographic devices.● Discussion on how choreographic devices enhance artistic expression. <p>Sessions 5-6: Developing Dance Studies on Diversity</p> <ul style="list-style-type: none">● Discussion on diversity and inclusion.● Development of dance studies with themes of diversity and acceptance.● Incorporation of movements from different cultures and traditions.
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	<p>while traveling through space.</p> <p>d. Explore a variety of body positions requiring a range of strength, flexibility and core support.</p> <p>e. Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and nonlocomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).</p> <p>Responding 2nd 1.1.2.Re7 a. Demonstrate movements in a dance that develop patterns.</p> <p>b. Observe and describe performed dance movements from a specific genre or culture.</p>	<ul style="list-style-type: none">● Practice of expressing non-verbal messages through dance. <p>Sessions 7: Cultural Dance Exploration</p> <ul style="list-style-type: none">● Introduction to dances from various cultures and backgrounds.● Observation and description of movements, costumes, and music in cultural dances.● Appreciation for diversity in dance forms. <p>Sessions 8: Culminating Celebration</p> <ul style="list-style-type: none">● Rehearsal and refinement of dance sequences and studies developed throughout the unit.● Presentation of dances celebrating diversity to classmates or school community.● Reflection on the unit's learning outcomes and personal growth in understanding diversity and inclusion. <p>Standards:</p> <ul style="list-style-type: none">● 1.1.2.Cr2: Create movement sequences with a beginning, middle, and end, incorporating choreographic devices. Develop dance studies using specific movement vocabulary to communicate ideas non-verbally.● 2nd 1.1.2.Pr5: Identify personal and general space, categorize healthful strategies essential for dancers, identify basic body parts and joints, explore body organization and locomotor actions, and execute
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Enduring Understanding/s:	Essential Question/s:	
<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? 	<p>codified movements from various styles/genres with genre-specific alignment.</p> <ul style="list-style-type: none"> ● 2nd 1.1.2.Re7: Demonstrate movements in a dance that develop patterns. Observe and describe performed dance movements from a specific genre or culture. <p>Assessment:</p> <ul style="list-style-type: none"> ● Performance-based assessments of dance rehearsals and presentations. <p>Interdisciplinary Connection: Students will learn about the geography, history, and cultural significance of the countries where the dances originated. They will create posters or presentations integrating elements of visual arts and research skills.</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create</p>	<p>SEL/Create CONSOLIDATED EU</p>	

<p>- (2) Organize and develop artistic ideas and work.</p> <p>SEL/Perform</p> <p>- (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond</p> <p>- (7) Perceive and analyze artistic work.</p>	<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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	<p>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>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> <p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004).</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. 	<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 K-2)
 Visual and Performing Arts: Dance
 Grade: K-2

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. Gather information about an issue, such as climate change, and

		<p>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.</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
		<p>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.</p>