

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	45 days
<b>Artistic Process:</b>	<b>Anchor Standard:</b> <i>General Knowledge &amp; Skills</i>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit</b>
Creating Performing Responding	<b>Standard #:</b> Anchor Standard 1 <b>Description:</b> Generating and conceptualizing ideas.  <b>Standard #:</b> Anchor Standard 4 <b>Description:</b> Selecting, analyzing, and interpreting work.  <b>Standard #:</b> Anchor Standard 8 <b>Description:</b> Interpreting intent and meaning.	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<b>Creating</b> Explore Plan Revise  <b>Performing</b> Embody Execute Express Present  <b>Responding</b>	<b>2nd</b> 1.1.2.Cr1 a. Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas  b. Combine movements using the elements of dance to solve a movement problem.	<b><u>Activity Description:</u></b>  Unit Title: Exploring Climate Change through Movement  Unit Overview:  In this marking period long unit, students will explore the concept of climate change through dance and movement. They will learn to express their understanding of climate change issues through creative movement sequences and develop an

<p>Analyze                  Critique                  Interpret</p>	<p><b>2nd</b>                  1.1.2.Pr4                  a. Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.</p> <p>b. Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.</p> <p>c. Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).</p> <p><b>2nd</b>                  1.1.2.Re8                  a. Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple</p>	<p>awareness of how movement can be used to convey important messages about environmental sustainability.</p> <p>Standards:</p> <p>1.1.2.Cr1                  1.1.2.Pr4                  1.1.2.Re8</p> <p>Session 1-2: Sensory Stimuli and Movement</p> <ul style="list-style-type: none"> <li>● Introduction to climate change and its impact on the environment.</li> <li>● Explore different sensory stimuli related to weather and climate (e.g., wind sounds, raindrops).</li> <li>● Demonstrate movement responses to sensory stimuli through guided improvisation activities.</li> </ul> <p>Session 3-4: Combining Movements</p> <ul style="list-style-type: none"> <li>● Discuss various elements of dance (e.g., space, time, energy).</li> <li>● Combine movements to create sequences that represent weather patterns (e.g., swirling winds, falling rain).</li> <li>● Collaborate in small groups to solve movement problems related to climate change scenarios.</li> </ul>
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	dance terminology.	Session 5-6: Movement Sequences
<b>Enduring Understanding/s:</b>	<b>Essential Question/s:</b>	<ul style="list-style-type: none"> <li>Practice planned movement sequences with variations in direction, spatial level, and pathways.</li> <li>Explore tempo, meter, and rhythm in movement sequences to represent different weather conditions.</li> <li>Introduce contrasting dynamics and energy in movement sequences to convey the intensity of weather events.</li> </ul>
<ol style="list-style-type: none"> <li>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</li> <li>Space, time, and energy are basic elements of dance.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>Where do choreographers get ideas for dances?</li> <li>How do dancers work with space, time and energy to communicate artistic expression?</li> <li>How is dance interpreted?</li> </ol>	<p>Session 7-8: Meaningful Movement</p> <ul style="list-style-type: none"> <li>Reflect on observed dance movements related to climate change.</li> <li>Discuss the meaning and intent behind each movement.</li> <li>Create original dance phrases that communicate messages about climate change using simple dance terminology.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>Performance-based assessments of movement sequences demonstrating understanding of climate change concepts.</li> </ul> <p>Interdisciplinary Connections:</p> <p>This unit will integrate science concepts related to climate change, such as understanding weather patterns, the greenhouse effect, and the impact of human activities on the environment.</p>
<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	

<p>SEL/Create</p> <ul style="list-style-type: none"> <li>- (1) Generate and conceptualize artistic ideas and work.</li> </ul> <p>SEL/Perform</p> <ul style="list-style-type: none"> <li>- (4) Analyze, interpret &amp; select artistic work for Presentation.</li> </ul> <p>SEL/Respond</p> <ul style="list-style-type: none"> <li>- (8) Interpret intent and meaning in artistic work</li> </ul> <p>SEL/Connect</p> <ul style="list-style-type: none"> <li>- (10) Synthesize and relate knowledge and personal experiences to make art.</li> </ul>	<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</p> <p>CONSOLIDATED EU          The process of interpreting artistic expression can be achieved through analysis,</p>	<p>Students will also engage in discussions about the importance of conservation and sustainability.</p>
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	<p>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><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Peer and self feedback in critical response format</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Rubric evaluations</li> <li>Tests/Quizzes</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Performances</li> <li>In-studio showings</li> </ul>	
<p><b>Differentiated Student Access to Content:          Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources          IEP/504/At-Risk/ESL</b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></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 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Allow access to supplemental materials, including use of online bilingual dictionary.</li> <li>Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format</li> </ul>	<ul style="list-style-type: none"> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

<p>Flinders, J. &amp; 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>. <a href="https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf">https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</a></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>	<p>of any classwork, quiz or test to their individual needs.</p>	
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● N/A</li> </ul>			

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>● Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>● 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).</li> <li>● 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.</li> <li>● Modify test content and/or format, allowing</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>● Provide access to preferred seating, when requested.</li> <li>● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>● Propose interest-based extension activities and opportunities for extra credit.</li> </ul>

	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>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b><i>Disciplinary Concepts:</i></b> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<b><i>Core Ideas:</i></b>	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.
	<b><i>Performance Expectation/s:</i></b>	Make a list of different types of jobs and describe the skills associated

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