

Marking Period		Unit Title	Recommended Instructional Days
3		Marking Period 3	45 days
Artistic Process:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit	
Anchor Standard: General Knowledge & Skills			
Creating Performing Connecting	Standard #: Anchor Standard 3 Description: Refining and completing products. Standard #: Anchor Standard 6 Description: Conveying meaning through art. Standard #: Anchor Standard 10 Description: Synthesizing and relating knowledge and personal experiences to make art.		
Artistic Practice:		Performance Expectation/s:	
Creating Explore Plan Revise Performing Embody Execute Express Present	2nd 1.1.2.Cr3 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. b. Document a dance-making experience through drawing, painting, writing, symbols,	<u>Activity Description:</u> Unit Title: Celebrating Diversity through Dance Unit Overview: In this unit, students will explore diversity, inclusion, and acceptance through dance and movement. They will learn to express themselves creatively while celebrating differences in abilities and identities, including those related to LGBT individuals. Through guided improvisation and creative	

<p>Connecting Synthesize Relate</p>	<p>mapping, collaging, photo sequencing, photo captioning, video captioning, etc.</p> <p>2nd 1.1.2.Pr6 a. Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.</p> <p>b. Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.</p> <p>c. Dance for and with others in a designated space identifying a distinct area for audience and performers.</p> <p>d. Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.</p> <p>2nd 1.1.2.Cn10 a. Examine how certain movements are used to express</p>	<p>expression, students will gain an appreciation for the unique contributions of all individuals to the dance community.</p> <p>Standards:</p> <p>1.1.2.Cr3</p> <p>1.1.2.Pr6</p> <p>1.1.2.Cn10</p> <p>Session 1-2: Exploring Movement Choices</p> <ul style="list-style-type: none"> ● Introduction to diversity and inclusion in dance. ● Guided improvisation activities exploring different movement choices. ● Documenting dance-making experiences through various art forms (e.g., drawing, painting, writing). <p>Session 3-4: Enhancing Body Mechanics</p> <ul style="list-style-type: none"> ● Explore visualization, motor imagery, and breath to enhance movement skills. ● Rehearse simple dances incorporating full body movement and spatial awareness. ● Dance with and for others, creating designated spaces for performers and audience members. <p>Session 5-6: Incorporating Production Elements</p>
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	<p>an emotion or experience in a dance that is observed or performed.</p> <p>b. Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.</p>	<ul style="list-style-type: none"> ● Introduce simple production elements (e.g., hand props, scenery) into dance works. ● Experiment with using media projections to enhance dance performances. ● Discuss how different production elements contribute to the overall message of a dance. <p>Session 7-8: Expressing Emotions and Global Issues</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ol style="list-style-type: none"> 1. Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 2. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. 	<ol style="list-style-type: none"> 1. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work? 2. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry 	<ul style="list-style-type: none"> ● Explore how movements can express emotions and experiences in dance. ● Discuss global issues, including climate change, as topics for dance exploration. ● Create dance pieces that express feelings about diversity, inclusion, and global issues, using inquiry-based questions to guide the creative process. <p>Assessment:</p> <ul style="list-style-type: none"> ● Performance-based assessments of dance rehearsals and presentations. ● Documentation of dance-making experiences through art forms. <p>Interdisciplinary Connections:</p> <p>This unit will integrate concepts of diversity and inclusion, including discussions about different abilities and identities, such as those related to the LGBT community. Students will</p>

<p>3. As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p>	<p>in a public performance?</p> <p>3. How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>	<p>explore how dance can be used as a medium for expressing emotions, experiences, and global issues.</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/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</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</p>	

	<p>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/Connect CONSOLIDATED EU The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works.</p> <p>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</p>	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p align="center">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 	

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
<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, 	<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.

	or the school's Occupational or Physical Therapists.		
Supplemental Resources			
<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 			
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 	<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>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.</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>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	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,

Disciplinary Concepts:
 Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving,

LIFE LITERACIES & KEY SKILLS	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 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	
	<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>	