Little Egg Harbor School District
Curriculum Guide

Dance: Grades K-2

BOE APPROVAL DATE: 08/19/2025

Little Egg Harbor School District Curriculum Guide

Grade: K-2	**Content Area: Dance**

Original Adoption: September 20, 2022
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Updated Date: July 8, 2024
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Recommended Pacing Guide	
Creativity and Performance	20 days throughout
History and Critique of Dance	20 days throughout

Unit 1: Creativity and Performance	**Duration:** 20 days throughout

Suggested Accommodations

Multilingual Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Provided differentiation for students as needed
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented.
- Volume
- Increase eye contact
- Maintain close proximity
- Attention techniques

504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

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Gifted and Talented:
- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student-lead activities
- Additional leadership roles in classroom
- Provided differentiation for students as needed
- Student created rubrics
- Develop lessons that are student centered and teacher facilitated

Students in Need of Academic Support:
- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:
- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:
- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

New Jersey Student Learning Standards
Anchor 1

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- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.

Anchor 2

- 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a
- choreographic device.
- 1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a
- main idea. Discuss how the dance communicates nonverbally.

Anchor 3

- 1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
- 1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

Anchor 4

- 1.1.2.Pr4a: 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.
- 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
- 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

Anchor 5

- 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- 1.1.2.Pr5b: 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.
- 1.1.2.Pr5c: 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 while traveling through space.

Anchor 6:

- 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
- 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
- 1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.
- 1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.

Interdisciplinary Connections

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ELA

- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
  A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
  D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Computer Science and Design Thinking

- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- Demonstrate creativity and innovation: Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Evidence of Student Learning

Formative Tasks:	Alternative Assessments:
● Class participation	● Rubric or Observation Checklist scoring

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● Teacher observation ● Questioning ● Discussion ● Demonstration ● Composition ● Think-Pair-Share ● Peer/Self-Assessment ● Thumbs Up/Thumbs Down ● Emoji Self-assessment Door Chart ● Benchmark assessment	student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance
Summative Assessments: ● Listening Exam ● Performance ● Verbal feedback ● Student Critique ● Individual evaluation ● Observation	**Benchmark Assessments:** ● A final benchmark assessment will be given that can be used to measure success with this unit such as demonstrating 2 contrasting historical styles of dance. Additional performance assessments will be developed or chosen by the teacher. ● Oral review of vocabulary and techniques
Knowledge & Skills	
Enduring Understandings: Students will: ● Will compare how dance from diverse cultures and historical eras have common characteristics and themes. ● Will identify what societal values or beliefs are expressed in dance. ● How dancers use movement to express artistic concerns such as human emotion, culture, gender. ● Judge aesthetic qualities of dance and recognize patterns of movement and reflections in nature. ● The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	**Essential Questions:** *Students will keep considering...* 1. How is cultural expression represented in dance? 2. How do societal value affect artistic choice? 3. What determines aesthetic quality? 4. How can criticism improve artistic quality? 5. Where do choreographers get ideas for dances? 6. What influences choice-making in creating choreography?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● A Mini History of Dance: A Mini History of Dance Education ● Teaching Dance History “White Paper” http://www.danceheritage.org/teachingdancehistory.pdf ● History of Dance Part 1: Supporting History	**Varied Levels of Text:** ● Newsela ● CommonLit ● ReadWorks ● EPIC

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[Class through the History of Dance: Part I](#) • Responding to Dance • [Responding to Dance | KET Education](#)	

Unit 2: History and Critique of Dance	**Duration:** 20 days throughout

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New Jersey Student Learning Standards

Anchor 7

- 1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.
- 1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.

Anchor 8

- 1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.

Anchor 9

- 1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.

Anchor 10:

- 1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.

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- 1.1.2.Cn10b: Using an inquiry-based set of questions examining global issues, including climate change as a topic for dance.

Anchor 11

- 1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

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Computer Science and Design Thinking

- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

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Enduring Understandings: Students will: ● Will compare how dance from diverse cultures and historical eras have common characteristics and themes. ● Will identify what societal values or beliefs are expressed in dance. ● How dancers use movement to express artistic concerns such as human emotion, culture, gender. ● Judge aesthetic qualities of dance and recognize patterns of movement and reflections in nature. ● Construct criticism based on observable criteria ● Criteria for evaluating dance vary across genres, styles and cultures.	**Essential Questions:** *Students will keep considering...* 1. How is cultural expression represented in dance? 2. How do societal value affect artistic choice? 3. What determines aesthetic quality? 4. How can criticism improve artistic quality? 5. How do societal values affect artistic choice? 6. How is dance interpreted?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● A Mini History of Dance: A Mini History of	**Varied Levels of Text:** ● Newsela

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Dance Education ● Teaching Dance History “White Paper” http://www.danceheritage.org/teachingdancehistory.pdf ● History of Dance Part 1: Supporting History Class through the History of Dance: Part I ● Responding to Dance ● Responding to Dance | KET Education	● CommonLit ● ReadWorks ● EPIC