

Moonachie School District Dance Curriculum: Grades K - 2

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022
Re-Adopted: August 26, 2025

1.1 DANCE: Grades K-2 ARTISTIC PROCESS: Creating			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 1 Generating and conceptualizing ideas.	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	Where do choreographers get ideas for dances?	Explore
Anchor Standard 2 Organizing and developing ideas.	The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	What influences choice-making in creating choreography?	Plan
Anchor Standard 3 Refining and completing products.	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?	Revise
PERFORMANCE EXPECTATIONS			
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.			
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.			
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.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Kindergarten			
Activity 1 choreography, improvisation	Activity 1 Students will be able to use movement to recall the months of the year.	Activity 1 Motions to memorization (months of the year) Months Macarena	Activity 1 Teacher observation to assess a student's ability to identify both the concept and the motions over time.
Activity 2 beginning, middle, end, shape	Activity 2 Students will be able to show	Activity 2 1. The teacher will do a read-aloud. For	Activity 2 Teacher will observe student movement and

	<p>understanding of beginning, middle, and end in a story and in movement by interpreting the movements of characters in a story in sequential order.</p>	<p>example, The Napping House</p> <ol style="list-style-type: none"> The teacher will use visuals to help students retell the story in sequential order highlighting that stories have a beginning, middle, and end. For example, Napping House Sequence Images Teacher will then link new-knowledge to movement in dance by explaining to students that every movement and dance sequence has a beginning, middle, and end. Just like drawing, dance can help us remember the beginning, middle, and end of a story. Teacher says, "Let's think back to the beginning of the story. Who was the first character to fall asleep?" Students will respond with, "Grandma". Teacher asks, "How does grandma sleep?" Students should recall that grandma was snoring and the teacher should show students the grandma's body position as she is sleeping. Teacher says, "Can everyone show me with their body how grandma was sleeping without making a sound?" Students should interpret how grandma was sleeping (laying down on the carpet, face up, snoring motions etc.) Students should be prompted to interpret the movements of the other characters in sequence (granny, child, dog, etc). The teacher should prompt that these movements truly interpret the characters (How does a dog sleep differently than the child? How can you show that with your body?) Students should go through the sequence with the teacher prompting a switch in movement to a different character. Teacher should end the lesson by asking 	<p>rate interpretation of movement in connection to the character in the story and correct sequencing.</p> <p>Students will be assessed using the following scales:</p> <ul style="list-style-type: none"> Sequence Scale <ol style="list-style-type: none"> Student demonstrated the correct sequence of the story from the beginning to the end. Student demonstrated some correct sequencing, but made some errors in sequence. Student was unable to show the correct sequence. Dance Interpretation <ol style="list-style-type: none"> Student demonstrated interpretative movements that correctly and specifically identified all characters in the story. Student demonstrated some interpretive movements that were specific to a character, but could have been more precise in movement or only interpreted some characters with detail. Student demonstrated the same movements for all characters.
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		<p>students questions like, “How did it feel to become the characters in the story?” “Did this help you remember the sequence of the story?” “Did you notice that there was a beginning and an end to how you showed how the grandma slept and then how the child slept?” “Did using your body help you remember the story better?”</p> <p>9. Teacher ends by saying, “Dancers use their bodies to tell stories just like the one we read today. Using our bodies helps us remember the beginning, middle, and end of stories and is so much fun too!”</p>	
Activity 3 space, high, low, big, small	Activity 3 Students will be able to move like familiar animals through musical imagery and example	Activity 3 Carnival of the Animals - Dance Sequence Have students watch and listen to the video. Tell them that they are going to watch a video of a song written by a composer named Saint Saens. He wanted to create a piece of music for kids to enjoy that uses animals as its main focus. As the music goes along, have the students match the movements that they see the children doing in the video. Tell students to experiment with space- take big steps and make big movements for the elephant and small slow movements for the turtle. Teacher and peer video example. If available, have students put on masks or costume pieces with animal heads. Connect to an art lesson, have students create masks of their favorite animal from the video.	Activity 3 Teacher observation, peer and teacher model
Activity 4 Direction, space (personal and general), levels (high and low), size, range (big, medium, small), directions (forward, backward, sideward, up, down), pathways (in air and on floor), straight, zigzag, circular	Activity 4 Students will be able to listen to a song/story and move to the rhythm of the words. Identify seasons/holidays.	Activity 4 Boom Chicka Boom Song examples: <ul style="list-style-type: none"> - Book Chicka Boom - Boom Chicka Boom- St. Patrick's Day - Boom Chicka Boom- Christmas - Book Chicka Boom- Valentine's Day 	Activity 4 Teacher observation to assess a student's ability to interpret song/story through body movement. Utilize hand signals to indicate their understanding of a specific concept, principle or process

			<ul style="list-style-type: none"> - I understand _____, and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
Activity 5 reaction, sensory, freeze	Activity 5 Students will be able to play freeze dance to the story Rocking in my School Shoes responding to sensory stimuli.	Activity 5 Pete the Cat: Rocking in my School Shoes During the reading of the story, students will use their sense of hearing to respond by dancing during the repetitive song portion and practicing stillness during the remainder of the story.	Activity 5 Self-assessment: students will be given the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others. In this specific group activity, students will observe their peers while assessing their own understanding of the freeze dance concept in conjunction with the story.
Activity 6 seasons (fall), parts of a tree (branch, leaves, trunk), colors of leaves (green, brown, red), shapes of leaves.	Activity 6 Students will be able to mimic leaves falling from a tree.	Activity 6 Talk with the students about the observations we can make in nature to show us that the season is changing. Discuss falling leaves for fall. Mention the bright colors that the leaves turn. Then discuss how the leaves fall. Do they fall quickly? Do they drop to the floor hard and make a loud sound? Watch the following read aloud about falling leaves. Fall Leaves Fall Hand out scarves. Show students how to utilize scarves. Let them experiment with throwing them up in the air and letting them float down. Listen to the following poem Leaves are Falling and have students make connections between scarves falling gently to leaves falling gently. Let the students experiment with letting the scarves fall where the song and poem says to. Have students sing along with the song as they throw the scarves and have them land appropriately on their bodies.	Activity 6 Teacher observation, students answers in talk aloud, students will observe peers while assessing their own understanding of scarf dancing.
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)

Grade 1			
Activity 1 Direction, space (personal and general), levels (high and low), size, range (big, medium, small), directions (forward, backward, sideward, up, down), pathways (in air and on floor), straight, zigzag, circular	Activity 1 Students will be able to recognize that dance is a way to express an idea or feeling (emotion) using movement.	Activity 1 Create a short movement/sequence using two opposite energy qualities, emotions and senses. Ex. Pantomime, story/song with emotions Creative Arts Theater- Let's Play Emotions Expressed Through Dance A Little Spot of Feelings The Boy with Big Big Feelings	Activity 1 Peer Critique/Assessment- Utilize constructive peer to peer feedback on creation of movements/sequences, such as: <ul style="list-style-type: none"> - "I noticed ..." - "I like the way ... because ..." - "Have you thought of ...?" - "I would like to suggest ..." Teacher observation to assess students interpretations of emotions/feelings
Activity 2 tempo, steady beat, musical/dance cue	Activity 2 Students will be able to recognize and move to changes in tempo as well as audio/visual cues	Activity 2 Talk with the students about tempo (speed of the beat). Some songs we listen to are fast and some are slow. Some songs change speed. Have students give examples of when fast music and slow music are appropriate (weddings/celebrations vs church/solemn occasions) Tell students we are going to listen to and dance along with a song that changes speed throughout. We are going to follow the choreographer and do what he does, like Simon Says. When he does a movement, we will do what he does. Notice that the movement corresponds to a word or a part of the song. We have to listen to the music to know when to do a certain movement. That is called a cue. Watch the tempo (speed) as you perform the song. Repeat the song as you wish, until all students are dancing and observing cues together. Making Music	Activity 2 Teacher observation to assess students interpretation of tempo as well as attentiveness to musical cues. Students can also self-assess by peer/group work.
Activity 3 emotion (in terms of its relationship to movement), shape, size, levels	Activity 3 Students will be able to show an understanding of how movement is used to convey emotions based on the emotions of a character in a story.	Activity 3 <ol style="list-style-type: none"> 1. Teacher explains the objective of the lesson is to understand that we use our bodies (face, hands, arms, legs, feet, toes etc) to show emotions. We use our bodies to show emotions every day when we communicate with one another. 	Activity 3 Teacher Observation-assess students interpretations of feelings/emotions of body language using flashcards. Possible resource: <ul style="list-style-type: none"> - Feeling Flashcards Peer to Peer Assessment

		<ol style="list-style-type: none"> 2. It's important to be aware of our body language and the body language of others in order to communicate the best way. When explaining this make sure to introduce vocabulary (emotion, movement, shape, size, levels) Sometimes we know how people feel just by how their bodies look. Dancers, for example, are professionals who don't use words, only their bodies, to show emotions. 3. Teacher says, "Let's see if we can read a book and use our bodies to show how the character is feeling throughout the story. At the end, I want us to see if we were able to understand the story better by showing the character's feelings with our bodies" 4. Teacher reads the first page of Today I Feel Silly by Jamie Lee Curtis 5. After reading about the character feeling silly, discuss what sorts of things our bodies do when we feel silly (sticking out your tongue, making silly faces, wiggling different parts of your body). Make sure to prompt the use of levels, space, and the shapes that we create with our bodies. 6. After brainstorming, have students volunteer to show their silly movements or have all students show their interpretation of being silly all at once. 7. The teacher should discuss what movements were seen and how they convey feeling silly. 8. The Teacher should read the next part of the book when the character suggests she is feeling grumpy and mean. 9. The teacher asks, "What kinds of things do we do with our bodies when we are feeling grumpy and mean?" Repeat steps 4 	<ul style="list-style-type: none"> - Can you figure out what emotion your partner or group member is interpreting? How do you know? What does their face look like? Their arms? How is their body moving?
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		<p>& 5</p> <p>10. Repeat with anger, joy, etc.</p> <p>11. After going through all the emotions, split students into pairs and have them perform an emotion to their partner or group. Can you figure out what emotion your partner or group member is interpreting? How do you know? What does their face look like? Their arms? How is their body moving?</p> <p>12. Close the lesson by asking students if it was hard to interpret feelings, or if it was something that felt natural? Discuss the importance of body language again in terms of communicating and having relationships with others.</p>	
<p>Activity 4 pathways, low level, high level, space (personal and general), weight/time, flow</p>	<p>Activity 4 Student will be able to move body (weight and time) while exploring space and time through pathways</p>	<p>Activity 4 To explore the movement concepts of slow and smooth, sudden and quick changing body shape, and moving through personal and general space. The emphasis of this dance is to provide contrast in movement while focusing on the movement themes of body, weight and time, space and flow.</p> <p>Explore the movement concepts of slow smooth, sudden and quick, various body shapes that change, and movement through general and personal space. These movements are performed to tambourine, triangle and drum instruments.</p> <p>The use of a tambourine works well in providing the class with a percussion sound in practicing the dance movements. Practice first without the music. Then use the tambourine to assist when students are performing to the music before they become completely independent to the music. Using wind and breezy sounds from your voice also assists well in guiding students prior to the music.</p> <p>Each student starts at a low level in his/her</p>	<p>Activity 4 This dance involves creative movement which is qualitative in it's design. Have students assess one another by half of the class teaching the other half and picking out movements that we practiced in our dance. Having an audience motivates students who like to perform and create. Hearing feedback is valuable to all students as they become better and more challenged within the dance.</p>

		<p>personal space. This dance involves each student moving his/her body like a snowflake to three changing winds.</p> <ul style="list-style-type: none"> - 1. The Straight and Smooth Wind - Creating pathways that follow linear movement through general space as well as demonstrating continuous flow of movement with deliberate movements to the beat. - 2. The Slow and Breezy Wind - Creating slower longer lasting sustained movements. - 3. The Poppy Sudden Wind - Creating sudden explosive movements that explode upwards and show continuous and/or sudden shape changes. <p>The dance begins with each child's body low to the ground in a closed position. The following cues can be given to the class:</p> <p>"With each tap of the tambourine, make your body change shape and suddenly form your snowflake as if it were water that was changing to snow." After five or six taps, each student's snowflake is in a frozen shape and ready to move.</p> <p>"Now make your snowflake move through the air and throughout the gym to the 'curvy smooth wind' as you hear the windy sound I make with my voice. Move your body smoothly and lightly as you curve and travel and let your shape change as you move. When you hear my sinking sound, close down and sink."</p> <p>"Now to the breezy sound of my voice, move your body as a snowflake to the 'slow and breezy wind'. Make your body change levels and shapes as it moves slowly through space. Think of long lasting movements that are light and have different shape to them." Students again will sink down to the</p>	
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		<p>sinking sound of my voice.</p> <p>"Here comes the 'poppy sudden wind'. When you hear the quick pop of the tambourine and the sound of my voice, Move your body suddenly with energy and change shape to each pop. Pop...Pop...Pop...Pop...Pop...Pop...Pop..." Students will again suddenly sink their snowflake down to the sinking down sound with my voice.</p> <p>After the class has performed this a few times, bring them together and listen to the song, Pathway Puzzle. Have each student listen closely to the sounds of the three separate winds so he/she can recognize how the sounds contrast to one another.</p> <p>Now begin the dance again. After students have formed their snowflake shape to the tap of the tambourine, have them perform their snowflake dance to the music of the changing winds represented in "Pathway Puzzle". They need to remember to sink down each time according to the sinking sound within the music. Continue to encourage changing shape and speed in movement.</p>	
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 2			
Activity 1 accompany, interpret, visualize	Activity 1 Students will be able to take their own writing piece and put it to music and movements of their choice.	Activity 1 Utilizing a completed writing piece, students should develop movements to accompany or represent their written words.	Activity 1 Students will be asked to perform their movements while their writing piece is read aloud by a teacher/peer. Using a rubric, the teacher will assess the fluidity of movements and connection to the written words. Dance Performance Rubric
Activity 2 sequencing, evidence, impromptu	Activity 2 Students will be able to brainstorm the choreography process and document each	Activity 2 Sequencing Graphic Organizer Students will work cooperatively to document the dance-making process. First, using a graphic	Activity 2 The completion of the graphic organizer, in connection with the photos taken on the iPad, and the final dance piece will assess

	step through photos.	organizer they will brainstorm each step in sequential order and explain in detail through writing. Then, using iPads they will put the steps into practice and take photos of their choreography process ultimately leading to the creation of a short dance.	students' conceptualization of the dance-making process. They will be required to provide evidence of the multi-step process with a thorough explanation.
Activity 3 choreography, inspire, improvisation, space (personal and general), levels (high, medium and low), size/range(big, medium, small, far, near) directions (forward, backward, sideward, up, down, diagonal, clockwise, counterclockwise) pathways (in air and on floor), straight, curved, zigzag, circular, angular, spiral, arch	Activity 3 Students will be able to improvise and generate movements to express an idea or feeling. Students will be able to reproduce their own movements, movement patterns and shapes.	Activity 3 Connect a simple sequence using opposites incorporating shape and axial or locomotor movement. Dance with Shapes Body Shapes in Dance Shape Up Shapes Song	Activity 3 Written or drawn work (using technology when appropriate): <ul style="list-style-type: none"> Show knowledge of shapes/patterns, i.e - draw/label a zig zag, circle, rectangle etc. Teacher observation to assess a student's ability to interpret song/story through body movement. Utilize hand signals to indicate their understanding of a specific concept, principle or process <ul style="list-style-type: none"> I understand_____, and can explain it (e.g., thumbs up). I do not yet understand _____ (e.g., thumbs down). I'm not completely sure about _____ (e.g., wave hand).
Resources/Materials	Kindergarten Months of the Year Macarena Napping House Read Aloud , Napping House Sequence Images Carnival of Animals , Materials to make animal masks (if applicable) Book: Teaching Children Dance , Book: Building Dances- A Guide to Putting Movements Together , Book Chicka Boom, Boom Chicka Book- St. Patrick's Day , Boom Chicka Boom- Christmas , Book Chicka Boom- Valentine's Day Pete the Cat: Rocking in my School Shoes Scarves (material, for dance and music), Fall Leaves Fall , Leaves Are Falling Grade 1 Creative Arts Theater- Let's Play , Emotions Expressed Through Dance , A Little Spot of Feelings , The Boy with Big Big Feelings Making Music		

	Today I Feel Silly , Feeling Flashcards Tambourine, hand drum, triangle, Pathway Puzzle Grade 2 Dance Performance Rubric Graphic Organizer Dance with Shapes , Body Shapes in Dance , Shape Up , Shapes Song
Interdisciplinary Connections	Comprehensive Health and Physical Education <ul style="list-style-type: none"> - 2.1.2.PGD.1: Discuss how individuals make their own choices about how to express themselves. - 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. - 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). - 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. - 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). - 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). - 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. - 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. - 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. - 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). - 2.2.2.PF.2: Explore how to move different body parts in a controlled manner - 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. - 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga). English Language Arts <ul style="list-style-type: none"> - W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events - 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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood - W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks - 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 - W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research

	<ul style="list-style-type: none"> - SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
Career Readiness, Life Literacies and Key Skills	9.4 Life Literacies and Key Skills <ul style="list-style-type: none"> - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. - 9.4.2.CI.2: Demonstrates originality and inventiveness in work.
Computer Science and Design Thinking	8.1 Computer Science <ul style="list-style-type: none"> - 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.1 DANCE: Grades K-2			
ARTISTIC PROCESS: Performing			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4 Selecting, analyzing, and interpreting work.	Space, time and energy are basic elements of dance.	How do dancers work with space, time and energy to communicate artistic expression?	Express
Anchor Standard 5 Developing and refining techniques and models or steps	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	How is the body used as an instrument for technical and artistic expression?	Embody, Execute

needed to create products.			
Anchor Standard 6 Conveying meaning through art.	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.	What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?	Present
PERFORMANCE EXPECTATIONS			
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).			
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.			
1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.			
1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor 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).			
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.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Kindergarten			
Activity 1 body parts (head, face, hands, fingers, arms, backs, hips, legs, knees, feet, toes) isolated, combined, leading, supporting, body actions, movement, locomotor (walk, run, crawl),	Activity 1 Students will be able to: <ul style="list-style-type: none"> - enjoy the art of moving to music. - listen to signals and respond to movement direction. 	Activity 1 Explore locomotor movements while listening to signals and responding to movement directions. Move to slow and fast tempos.	Dance Performance Rubric Teacher observation Modeling (peer and teacher) Group discussion Utilize hand signals to indicate their understanding of a specific concept, principle or process

non-locomotor (bend, stretch, shake, rock, push, pull, bounce, dab, flick), body shapes, still (static), moving (dynamic), balance, straight, wide	<ul style="list-style-type: none"> - understand how to move safely in a variety of dance spaces. 	<p>Explore movement using scarves.</p> <p>Videos: Baby Shark Little Movers Scarf Dance with Donald Duck Rhythm Scarf Dance with Daisy Duck</p>	<ul style="list-style-type: none"> - I understand _____, and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
Activity 2 Flexibility, core	Activity 2 Students will be able to perform basic axial movements of turn, stretch, reach, bend, and twist.	Activity 2 Cosmic Kids Yoga Students will complete a group yoga video that includes poses to increase strength, flexibility, and coordination.	<p>Self-Assessment</p> <p>Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include:</p> <ul style="list-style-type: none"> - setting personal goals and checking one's progress toward them - comparing one's work to the criteria on a rubric or checklist.
Activity 3 Isolate, identify, connect	Activity 3 Students will be able to perform a dance that coincides with learning the parts of the body.	Activity 3 Parts of the Body Song In this lesson, students will use all of their body parts, giving individual attention to each one practicing isolation.	
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 1			
Activity 1 Body parts (neck, shoulders, elbows, wrists, waist, thighs, ankles) isolated, combined, leading, supporting, choreography, body actions, movement, locomotor (jump, hop, leap), non-locomotor (wiggle, sway, curl, punch, slash), body shapes, still (static), moving (dynamic), curved, narrow, round	Activity 1 Students will be able to: <ul style="list-style-type: none"> - Explore stopping and going, tempos of fast and slow, and simple rhythms. - Improvise duration, tempos, rhythms of words, rhythms using various stimuli, and objects. - Explore stopping and going, tempos of fast and slow, and simple rhythms. - Improvise duration, 	Activity 1 Create movement to music utilizing the use of lummi sticks. Possible resource: Lummi Sticks Videos: Go with Yoyo Les Mills Born to Move	<p>Dance Performance Rubric</p> <p>Teacher observation Modeling (peer and teacher) Group discussion</p> <p>Utilize hand signals to indicate their understanding of a specific concept, principle or process</p> <ul style="list-style-type: none"> - I understand _____, and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand). <p>Self-Assessment</p> <p>Give students the opportunity to consider the quality of</p>

	tempos, rhythms of words, rhythms using various stimuli, and objects.		<p>their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include:</p> <ul style="list-style-type: none"> - setting personal goals and checking one's progress toward them - comparing one's work to the criteria on a rubric or checklist.
Activity 2 Folk dance, culture, body movement, shape, self-assessment	Activity 2 Students will be able to: <ul style="list-style-type: none"> - Recognize that every student has a cultural background and dance is part of it. - Compare and contrast dances from various cultures. 	Activity 2 Dance Styles Around the World Research, learn and perform simple traditional dances from various cultures. Compare and contrast the elements of dance in each. Students will perform and/or watch a dance to identify the theme being expressed. Critique the dance using the performance rubric.	
Activity 3 Folk dance, culture, body movement, shape, self-assessment	Activity 3 Students will be able to: <ul style="list-style-type: none"> - Create a dance based on a song or world culture - Learn about folk tales from an authentic culture 	Activity 3 Engage students in folk dances, square dances, line dances and creative story telling by dancing on different levels based on a folk tale or world culture. Telling Warrior Stories with Hula Hula Practice	
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 2			
Body parts (forearms, chest, upper arms, abdomen, shins, calves, heels), isolated, combined, leading, supporting, body actions, movements, locomotor (skip, slide, gallop, roll), non-locomotor (twist, turn, collapse, vibrate, pivot, press, float, glide, wring), body shapes still (static), moving (dynamic), off balance, twisted, angular, symmetrical, asymmetrical, elongated,	Students will be able to: <ul style="list-style-type: none"> - research and identify tempos of animals, people and machines. - explore opposites in shapes, levels, sizes, and moving in and through space. - demonstrate how music can change the way they move. - comprehend that dance is a physical 	Have students watch and participate in popular party dances, following the choreography Videos: Hokey Pokey Just Dance Kids- Hokey Pokey YMCA Dance Just Dance Kids- YMCA Chicken Dance Locomotion- 1962 Steps/Instructions Locomotor Skills with Locomotion	Dance Performance Rubric Teacher observation Modeling (peer and teacher) Group discussion Utilize hand signals to indicate their understanding of a specific concept, principle or process <ul style="list-style-type: none"> - I understand _____, and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

<p>rhythmic dance, wiggle, wobble, march, directional words (up down left right), pattern</p>	<p>activity that builds strength and flexibility and improves balance and coordination.</p> <ul style="list-style-type: none"> - perform basic party dances (Chicken Dance, YMCA, Hokey Pokey) - use locomotor steps and axial movements with prepositions (near, far, over, under, through, etc.) - recall choreography in a sequence to move together in a dance - employ basic locomotor skills and interpret directions and non-locomotor movements to perform a dance sequence 	<p><u>Dance</u> <u>The Funky Chipmunk Dance</u></p>	<p>Self-Assessment</p> <p>Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include:</p> <ul style="list-style-type: none"> - setting personal goals and checking one's progress toward them - comparing one's work to the criteria on a rubric or checklist.
<p>Resources/Materials</p>	<p>Grade K</p> <p>Pink Fong: https://www.youtube.com/user/SmartBooksMedia Little Movers: https://www.youtube.com/channel/UCWKOGWTCKhiAEirJPFMSMHQ Dancing with Scarves: https://youtu.be/-3nVqRxQSmk and https://youtu.be/FxQaoNp9dcY Cosmic Kids Yoga Parts of the Body Song</p> <p>Grade 1</p> <p>Lummi Sticks for Kids- https://www.musicmotion.com/Music-Appreciation/lummi-sticks-for-kids-cd.asp Go with Yoyo: https://www.youtube.com/channel/UCg66zBWz7bQOXAw31MdtPCQ Les Mills Born to Move: https://www.youtube.com/channel/UCJIZkpEAHfJ4kSbkB8krDg Ten Dances from Around the World: https://youtu.be/DNqjZ03zH-s Hula: https://youtu.be/BFT-M18N2A4 Hula: https://youtu.be/TBG7m5utCPo</p> <p>Grade 2</p> <p>Les Mills Born to Move: https://www.youtube.com/channel/UCJIZkpEAHfJ4kSbkB8krDg Cosmic Kids Yoga: https://www.youtube.com/user/CosmicKidsYoga</p>		

	<p>Hokey Pokey: https://youtu.be/B7sEtc326kM and https://youtu.be/d6d6Avbpjf8</p> <p>YMCA: https://youtu.be/xU5ikYwR3QQ and https://youtu.be/nSJMfUT4ez4</p> <p>Chicken Dance: https://youtu.be/kiK0QvDtoWU</p> <p>Loco-Motion: https://youtu.be/eKpVQm41f8Y</p> <p>Pathway Puzzle: https://youtu.be/3pCdHVBtPJw</p>
Interdisciplinary Connections	<p>Comprehensive Health and Physical Education</p> <ul style="list-style-type: none"> - 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). - 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). - 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. - 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. - 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. - 2.2.2.PF.2: Explore how to move different body parts in a controlled manner - 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. - 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga). <p>English Language Arts</p> <ul style="list-style-type: none"> - W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events - 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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood - W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks - 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 - W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research - SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue <p>Science</p> <ul style="list-style-type: none"> - K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. - K-PS2-2: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

	Social Studies <ul style="list-style-type: none">- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).			
Career Readiness, Life Literacies and Key Skills	9.2 Career Awareness, Exploration, Preparation, and Training <ul style="list-style-type: none">- 9.2.4.A.3 Investigate both traditional and nontraditional careers (cultures) and relate information to personal likes and dislikes.			
Computer Science and Design Thinking	8.1 Computer Science <ul style="list-style-type: none">- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.			
Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.1 DANCE: Grades K-2			
ARTISTIC PROCESS: Responding			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 7 Perceiving and analyzing products.	Dance is perceived and analyzed to comprehend its meaning.	How is a dance understood?	Analyze
Anchor Standard 8: Interpreting intent and meaning.	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.	How is dance interpreted?	Interpret

Anchor Standard 9 Applying criteria to evaluate products.	Criteria for evaluating dance vary across genres, styles and cultures.	What criteria are used to evaluate dance?	Critique
PERFORMANCE EXPECTATIONS			
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.			
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.			
1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Kindergarten			
Activity 1 Les Saluts (Canada), Hukilau (Hawaii) Folk Dance, Square Dance, Hula	Activity 1 Students will be able to learn the dance and meaning behind Les Saluts and the Hukilau.	Activity 1 Hukilau https://youtu.be/a6xb_7KmXKY Les Saluts https://youtu.be/1Og6xFpwGIM	Activity 1 Draw an image of the Hukilau dance and what it represents.
Activity 2 Rhyme, Syllables, Space, Tempo, Speed, Beat, Movement	Activity 2 Students will be able to demonstrate understanding of spoken words, syllables, and sounds Students will be able to respond to suggestions and change movement through guided improvisational experiences. Describe and demonstrate movements organized around a specific topic.	Activity 2 Show class “Words Shine When They Rhyme” video. https://youtu.be/LaKjTKV-m6Q Put 3 base words on the board: Ball, Cat, Tree Discuss up to 6 rhyming words for each base word with class. Ball: ball, crawl, doll, wall, tall, all Cat: cat, scat, bat, splat, hat, that Tree: tree, bee, sea, me, ski, three Put those words next to rhyming base word. Students stand and prepare to dance to “Ball Poem”. Say it slowly and pause at end of each line, to insert a movement that corresponds to that line. Ball Poem:	Activity 2 As students become more familiar with each poem, especially with the rhyming words on the board, they should be able to match the word at the end of each sentence with the movement they are portraying. Students can self assess, as well as critique in small groups. Teacher can say the beginning of each line and have students fill in the word verbally or do the movement attached to it.

		<p>I bounce like a ball And now I can crawl I dance like a doll I skip to the wall Yet now I grow tall And that is all.</p> <p>Discuss movements that the students can do after each line and execute the movements. It's important the students be creative.</p> <p>Cat Poem: I arch like a cat And now I will scat Feet up like a bat Watch me now splat Shake off my hat And now that is that!</p> <p>Tree Poem: Sway like a tree Now fly like a bee Make waves in the sea Hey look, it's me I zig zag when I ski Turn into a 3!</p> <p>Play a song for each poem after you've practiced all movements a few times. Appropriate song choices are: https://youtu.be/oizQ_-QX9FQ https://youtu.be/qFq6nnw7xg0</p>	
Activity 3 Cha Cha, Samba, Cuba, Brazil, 4/4 time	Activity 3 Students will be able to: demonstrate the movement of the Cha Cha to different patterns.	Activity 3 Cha Cha https://youtu.be/7DZzrH-SUc https://youtu.be/NkO_YFasvFk Samba	Activity 3 Teacher Observation- Skill Checklist <ul style="list-style-type: none"> - Two slow, 3 quick steps (Cha Cha) - Forward, backward, side to side (Right/Left) - One slow, 2 quick steps (Samba) - Forward, Backward, side to side (Right/Left)

		https://youtu.be/65loWtxf8_c https://youtu.be/q-Q6p2rwu1o	
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 1			
Activity 1 Hava Nagilah (Israel) Tarantella (Italy)	Activity 1 Students will learn the dance and meaning behind the Hava Nagilah and Tarantella Students will be able to perform movement in a circle pattern.	Activity 1 Hava Nagila https://youtu.be/HmLjY1RWiNk Tarantella https://youtu.be/9eef7ENpmO8	Activity 1 Exit Ticket- Write three words that describe the meaning of the dance. Group discussion on the countries where the dances originated.
Activity 2 Patterns, repetition, unison	Activity 2 Students will be able to recognize and perform various locomotor movements and dance sequences, while moving to the beat of the music.	Activity 2 Students will be exposed to the following popular dances that exhibit patterns of movement: Cha Cha Slide Cotton Eye Joe The Wobble Cupid Shuffle They will recognize that these dances are made up of a series of repetitive movements. Students will be encouraged to become familiar with these motions and try to anticipate what comes next based on the pattern.	Activity 2 The teacher may assess his/her students ability to stay on beat and move rhythmically. The teacher could use the following grading scale: <ul style="list-style-type: none"> - 0 (no effort): student isn't participating at all - 1 (needs improvement): student is participating, but isn't paying attention, following directions, or staying on beat. - 2 (average): student is participating and making an effort to stay on beat, but is just going through the motions without enthusiasm. - 3 (impressive): student is responding well by staying on beat with enthusiasm.
Activity 3 Energy, weather, relay	Activity 3 Students will be able to demonstrate understanding of winter weather patterns and how they relate to dance energy qualities through a winter weather relay.	Activity 3 <u>Warm Up</u> What do you know about winter weather? It's COLD! Everyone shiver. Shiver your right arm. Can you shiver just your left foot? Shiver your whole body. Can you shiver very very fast? Slow? We are going to talk about four different kinds of winter weather: rain, freezing rain, sleet, and snow.	Activity 3 <ul style="list-style-type: none"> - Group Discussion - Teacher observation - Winter Weather Relay Game - Writing prompt

		<ul style="list-style-type: none"> - Let's try moving like rain. How can you slosh like rain? - Can you show a movement for freezing rain? - Sleet (sharp plops) - Snow (sustained balance) <p><u>Explore/Investigate</u> Read aloud the book Snowmen at Night by Caralyn Buehner.</p> <p>Now, let's play a game. I will divide you into groups of five. Each group will get a set of winter weather cards. On the cards there are small pictures of sleet, snow, rain, and freezing rain. The first person will go to the cards, pick one up and do the movement for that weather pattern. When his/her teammates guess which weather pattern he is doing, the next student goes. The group to successfully go through all their cards will win.</p> <p><u>Connect/Analyze:</u> We just danced to lots of winter weather patterns. Which one was your favorite? Is that your favorite in real life too? (writing prompt)</p>	
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 2			
Activity 1 Choreography, Space	Activity 1 Students will be able to observe and describe dance movements from traditional dances around the world.	Activity 1 <ol style="list-style-type: none"> 1. Teacher will show videos of traditional dances from around the world (may be used as a cross-curricular activity with world language classes such as Spanish; research traditional dances from Spanish speaking countries). For example 	Activity 1 Exit Ticket Draw or write two things you learned from the traditional dance that was discussed.

		https://youtu.be/jYG3s6lu-SI 2. Students will vote on or teacher will choose one dance to focus on. 3. Students will research the particular dance style chosen. You may use videos like this https://study.com/academy/lesson/historical-cultural-dance-styles-around-the-world.html 4. The class will follow a video of the particular dance style and try to emulate the moves being performed. 5. Class will discuss what the movements look like. 6. Discuss: What could the movements mean? 7. Discuss: How are the movements interesting	
Activity 2 Tanko Bushi (Japan) Korobushka (Russia) Poetry, Poem	Activity 2 Students will be able to learn the dance and movement behind the Tanko Bushi and the Korobushka dances.	Activity 2 Tanko Bushi https://youtu.be/hliOojDDVj0 Korobushka https://youtu.be/dYtXAlYOp2U Poem: <i>Korobeiniki</i> https://en.wikipedia.org/wiki/Korobeiniki	Activity 2: Exit Ticket <ul style="list-style-type: none"> - Describe what you learned about dance today? - Is the dancing you did today like any other dancing you have done before? How is it the same or different? - Describe a movement you performed in the dance today.
Activity 3 Repetition, aesthetic, ingenuity, analyze	Activity 3 Students will be able to compare and contrast dances from various choreographers using a Venn Diagram. They will understand that people danced differently in different historical periods (past and present). They will also recognize the very particular choices made by	Activity 3 <ul style="list-style-type: none"> - Select two famous choreographers and identify characteristics of the chosen people (gender, age, training style, cultural background). - Select works created by the choreographers and identify aesthetic qualities that make them exemplary. 	Activity 3 <ul style="list-style-type: none"> - Completed Venn Diagram - Evidence of research notes

	choreographers to reach their desired effect.		
Resources/Materials	<p>Grade K</p> <p>https://christylane.com/product/multicultural-folk-dancing-br-volume-1-2/</p> <p>https://youtu.be/LaKjTKV-m6Q</p> <p>https://youtu.be/oizQ_-QX9FQ</p> <p>https://youtu.be/qFq6nnw7xg0</p> <p>https://youtu.be/7DZzrH-SUc</p> <p>https://youtu.be/NkO_YFasvFk</p> <p>https://youtu.be/65loWtxf8_c</p> <p>https://youtu.be/q-Q6p2rwu1o</p>		
	<p>Grade 1</p> <p>https://christylane.com/product/multicultural-folk-dancing-br-volume-1-2/</p> <p>Cha Cha Slide</p> <p>Cotton Eye Joe</p> <p>The Wobble</p> <p>Cupid Shuffle</p> <p>https://youtu.be/kacbEj4pwgo</p>		
	<p>Grade 2</p> <p>https://study.com/academy/lesson/historical-cultural-dance-styles-around-the-world.html</p> <p>https://youtu.be/jYG3s6lu-SI</p> <p>https://christylane.com/product/multicultural-folk-dancing-br-volume-1-2/</p> <p>Choreographers Past and Present</p>		
Interdisciplinary Connections	<p>Comprehensive Health and Physical Education</p> <ul style="list-style-type: none"> - 2.1.2.PGD.1: Discuss how individuals make their own choices about how to express themselves - 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). - 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). - 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. - 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. - 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. - 2.2.2.PF.2: Explore how to move different body parts in a controlled manner - 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote 		

	<p>movement (e.g., games, challenges, team building).</p> <ul style="list-style-type: none">- 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. <p>English Language Arts</p> <ul style="list-style-type: none">- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events <p>Social Studies</p> <ul style="list-style-type: none">- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).			
Career Readiness, Life Literacies and Key Skills	<p>9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none">- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.- 9.4.2.CI.2: Demonstrates originality and inventiveness in work.- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals			
Computer Science and Design Thinking	<p>8.1 Computer Science</p> <ul style="list-style-type: none">- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.			
Modifications				
Multilingual Learnerss	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

DANCE: Grades K-2
ARTISTIC PROCESS: Connecting

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.	As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge and events around us?	Synthesize
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	How does knowing about societal, cultural, historical, and community experiences expand dance literacy?	Relate
PERFORMANCE EXPECTATIONS			
1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.			
1.1.2.Cn10b: Using an inquiry-based set of questions, examine global issues, including climate change as a topic for dance.			
1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Kindergarten			
Activity 1 Compare (same), contrast (different), Folk dance	Activity 1 Students will be able to: compare/contrast Les Saluts and Hukilau folk dances.	Activity 1 What is Folk dance? https://youtu.be/lfMf5L_2kW0 Hukilau https://youtu.be/pXzr23EO47U https://youtu.be/5yHJwISYP0E	Activity 1 Guided Discussion <ul style="list-style-type: none"> - What patterns are the same/different between the two dances? - How do the Hukilau movements demonstrate fishing?
Activity 2 Emotions, observe, express	Activity 2 Students will be able to create movements that represent specific emotions and explain why they made certain choices.	Activity 2 Watch video on emotion through choreography https://youtu.be/m0R-ftFBm38 The teacher will convey the following instructions orally: <ul style="list-style-type: none"> - Stand next to your desk and begin to walk in place. - Imagine that you are angry. Walk for five seconds as if 	Activity 2 Guided Discussion Teacher/Student modeling

		<p>you are angry.</p> <ul style="list-style-type: none"> - Freeze in an angry pose and hold it for five seconds. - Shake off the angry feeling and walk in place normally again. - Show a movement that will display happiness - Show us sadness... - Show us scared... - Show us hurt... - Now take a minute to think about how each emotion prompted <p>In a class discussion, students will be prompted to explain how feelings and emotions can be conveyed through dance choreography.</p>	
<p>Activity 3 Jamaica, import, export, geography, climate, weather, day, night, occupations, movement, space, high, low</p>	<p>Activity 3 Students will be able to:</p> <ul style="list-style-type: none"> - Identify the societal and cultural beliefs of a song - Create movement to accompany a song - Discuss main imports and exports of a country 	<p>Activity 3 Tell students that you will be discussing the country of Jamaica. Locate on the map, talk about the geography and climate (island, hot during the day, sunny, dry). Talk about how one of Jamaica's main exports is bananas. Ask how many kids like to eat bananas. Explain how bananas are retrieved (high in the trees, boat loaders carry huge bunches down and stack them for export). Play the song Day-O. Explain to the students that this is a way of life for many of the people who live there. Use the motions and action words in the song to create movement. Students can improvise movement to an extent, but should all agree on a movement to do</p>	<p>Activity 3</p> <ul style="list-style-type: none"> ● Guided discussion/teacher model ● Small group/peer model

		together for the recurring “Day-O” part. https://youtu.be/hpuwLlAUgoc	
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 1			
Activity 1 Patterns, circle, timing, celebration, Tarantella, Hava Nagila	Activity 1 Students will be able to compare/contrast Tarantella and Hava Nagila Folk dances.	Activity 1 History of the Tarantella- https://theprouditalian.com/tarantella-an-italian-folk-dance/ History of the Hava Nagila https://www.aish.com/jw/s/Hava-Nagilah-The-Story-behind-the-Quintessential-Jewish-Song.html	Activity 1 Guided Discussion <ul style="list-style-type: none"> - What do the movements tell us about the culture? - What movements are similar in the two cultural dances we learned today?
Activity 2: Feeling, emotion, opposites, syllables, rhythm, movement (axial and locomotive), response to musical stimuli, levels, shapes	Activity 2 Students will be able to: <ul style="list-style-type: none"> - Move to the rhythm of words (syllables) and investigate the rhythm of word phrases - Explore opposite in shapes, levels, size, and moving in and out of space - Demonstrate how music can change the way they move 	Activity 2 Select a song, text, or poem that includes the rhythm of words. Have students create a dance based on the words. Create a short dance using 2 opposite energy qualities, emotions, or senses (happy/sad) using appropriate music. Connect a simple sequence using opposites incorporating shape and axial or locomotive movement. https://youtu.be/Auz_MKrwhik	Activity 2 Written or Drawn Work (using technology when appropriate): <ul style="list-style-type: none"> - Sharing feelings, dreams, and wishes about dance and dancing - Planning and documenting choreographic process (sketching or collecting ideas for a dance) - Personal responses to performances
Activity 3: Illustrations, space, pathway	Activity 3 Students will be able to demonstrate understanding of how line and space are used to communicate meaning in illustration and dance by performing small-group created	Activity 3 When we make shapes, we create positive and negative space. The space our body fills is called positive space. The space that is left empty (holes within and around the body) is called negative space.	Activity 3: Each group will perform their creation and show the class the illustration they chose. <ul style="list-style-type: none"> - Discuss as a class if you could see a connection between the dance and the picture?

	works that are inspired by the line and space in an illustration.	<p>Children's Books are full of artwork, sometimes on every page. This genre of art, illustration, helps to tell a story. Some illustrations have a lot of empty (negative) space, and that are full of design and color (positive space).</p> <p>Give each group a book. Your group has one minute to decide upon a picture in the book. Then use that picture as inspiration for your dance.</p> <p>Then create beginning and ending shapes that show the same space in the illustration. You have ten minutes!</p>	
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 2			
Activity 1: Style, genre, choreographer, aesthetic	Activity 1 Students will be able to: <ul style="list-style-type: none"> - Identify physical attributes of famous choreographers - Critique a performance 	Activity 1 Select a famous choreographer. Identify characteristics (age, gender, training, style) of the choreographer. Select a work created by the choreographer and identify aesthetic qualities that make it exemplary.	Activity 1 Dance Rubric https://images.app.goo.gl/Y8eopZGHkmYMcbUq8
Activity 2 Coal mining, mountains, fossil fuels, peddler, market	Activity 2 Students will be able to: <ul style="list-style-type: none"> - Compare/contrast Korobushka and Tanko Bushi folk dances. - Identify the link between mining and climate change. 	Activity 2 Describe the difficulties/hardships of coal mining to the students (working conditions, temperature, health hazards). https://www.yiddishdance.com/user/image/korobushka.pdf Poem- <i>Korobeiniki</i>	Activity 2 Guided Discussion/Exit Ticket <ul style="list-style-type: none"> - How does coal mining today affect climate change? - Name a place/scenario where you might still see Peddlers today.

		https://en.wikipedia.org/wiki/Korob_einiki_(poem) Coal 101: What's wrong with coal? https://youtu.be/9Wv2GKaukZU What is fossil fuel? https://youtu.be/BYpfOKwIYS8	
Activity 3 Dance, phrase, interpretation	Activity 3 Students will be able to understand the connection between creating movement based on people or things we have deep connections with.	Activity 3 <ol style="list-style-type: none"> 1. Teacher will introduce the lesson by asking students to think about someone that they really love and care about in their lives. 2. What do you love about them? Pick three things you love about the or three things you love to do with them. 3. Explain that we can have a deeper connection with someone through dance. Dance can help us feel connected to others. 4. Students will use the person they selected and the three things they love about them to create three dance phrases. For example, "I love my mom because she always feeds me." Think of movements that interpret "mom" "love" "feed me" to create a dance phrase. 5. Put the phrases together to create a short dance. 6. How did it feel to create a dance based on someone you care for? Did it make you feel more connected to 	Activity 3 Exit Ticket <ul style="list-style-type: none"> - Did making a dance based on someone you love make you think deeply about that person? - Do you think you would show your dance to the person you chose? Why?

		<p>them? Did it make you feel like you were celebrating that person?</p> <p>7. End the lesson by discussing how dance can help us have a deeper understanding and connection to people and situations through the interpretive process of creating movement for expression.</p>	
Resources/Materials	<p><u>Grade K</u></p> <p>https://christylane.com/product/multicultural-folk-dancing-br-volume-1-2/</p> <p>https://youtu.be/m0R-ftFBm38</p> <p>https://youtu.be/hpuwlLAUgoc</p> <p><u>Grade 1</u></p> <p>https://christylane.com/product/multicultural-folk-dancing-br-volume-1-2/</p> <p>https://youtu.be/Auz_MKrwihk</p> <p><u>Grade 2</u></p> <p>https://youtu.be/9Wv2GKaukZU</p> <p>https://youtu.be/BYpfOKwLYS8</p>		
Interdisciplinary Connections	<p>Comprehensive Health and Physical Education</p> <ul style="list-style-type: none"> - 2.1.2.PGD.1: Discuss how individuals make their own choices about how to express themselves - 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). - 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). - 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. - 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. - 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. - 2.2.2.PF.2: Explore how to move different body parts in a controlled manner - 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). 		

	<ul style="list-style-type: none">- 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.- 2.1.2.EH.1: 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. <p>English Language Arts</p> <ul style="list-style-type: none">- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events- 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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks- 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- W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue <p>Social Studies</p> <ul style="list-style-type: none">- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).			
Career Readiness, Life Literacies and Key Skills	<p>9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none">- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives.- 9.4.2.Cl.2: Demonstrates originality and inventiveness in work.- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.			
Computer Science and Design Thinking	<p>8.1 Computer Science</p> <ul style="list-style-type: none">- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.			
Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia

Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Extended time Parent communication Modified assignments Counseling	Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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