

Moonachie School District Dance Curriculum: Grades 3 - 5

New Jersey Student Learning Standards for Visual and Performing Arts

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

1.1 DANCE: Grades 3-5			
ARTISTIC PROCESS: Creating			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 1 Generating and conceptualizing ideas.	Generating and conceptualizing ideas.	Where do choreographers get ideas for dances?	Explore
Anchor Standard 2 Organizing and developing ideas.	Organizing and developing ideas.	What influences choice-making in creating choreography?	Plan
Anchor Standard 3 Refining and completing products.	Refining and completing products.	How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?	Revise
PERFORMANCE EXPECTATIONS			
1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.			
1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.			
1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.			
1.1.5.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.			
1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.			
1.1.5.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)
Grade 3			
Activity 1 Collaboration, partners, small group, shadow, mirror, echo, unison, call and response, contrast, pathways	Activity 1 Students will be able to discuss, plan and develop movement in collaboration with peers, partners and in small groups Students will be able to	Activity 1 Bandana Dance - Students begin in a single circle facing toward the center. Each student holds a scarf with the right hand and then holds the scarf of the	Activity 1 Teacher Observation/Group Discussion - What pathways were used? - How did the spatial formations change throughout the dance?

	participate in partner dances combining social and creative dance using mirroring, shadowing, echoing, and call and response.	student next to them with the left hand. - Lift and lower arms together to the tempo of music. Alternate arms right/left. - Move toward the center of the circle and back. - Create various pathways and each student becomes a leader. They create their own movement or pathway to music.	
Activity 2 group formations, locomotor movements, non-locomotor movements, expressive dynamics , changing spatial paths, dancer, choreographer	Activity 2 Students will be able to select themes, discuss and plan, and develop movement in collaboration with peers, in partners and in small groups	Activity 2 Create an individual 8 count locomotor and axial movement phrase. Use the examples in the videos on this page. https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/ Set kids into small groups. Each group learns one clip of the choreography. Once comfortable, join with another group to combine up to four movement phrases to create a 32 count phrase. Perform and reflect. Set to different kinds of music.	Activity 2 Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.
Activity 3 Interpret, choreograph	Activity 3- Understand how movement communicates non-verbally.	Activity 3 Begin the lesson by discussing famous people (inventors, artists, etc). People have to do something that makes them stand out in order to achieve fame. - “Today we will be looking	Activity 3 Teacher Observation of creating process: - Are students able to take ideas and interpret these ideas in movement (showing true understanding of the material)? Student boxes & bullets that were written on paper

		at famous people and tell their successes through dance.” Teacher can show this child’s interpretative dance based on his grandma from America’s Got Talent https://www.youtube.com/watch?v=x8DT-arJauw Explain that students will be able to choose a famous person in history, read their biography, and use dance to show that person’s achievements. Have biographies out for students to explore or use the following site so students can search for biographies. https://www.ducksters.com/biography/ Students should be prompted to choose one person to work on. Students will read the person’s biography and use boxes and bullets to write down 2 or 3 important things the person did or said which allowed them to become well known in what they are famous for. For example, Martin Luther King Jr. is known for his role in the Civil Rights Movement (Box). What three major events (bullets) did he take part in that helped his Civil Right Movement mission?	
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		Once students have researched their person and created their boxes and bullets, discuss that as a dancer in the process of creating a movement sequence you would have to take the information that was found (boxes and bullets) and provide movement that would show others what you learned. - For example, what movement(s) can be used for the “I Have a Dream” speech? Teacher can suggest pounding the chest for “I”, reaching out to grab something for “have” and laying down for “dream”. Teacher should prompt students to go deeper if they are quickly successful at establishing movements. For example, “Why was the “I Have a Dream” speech so inspirational? Can you show that in a movement? Have students create dance phrases for their three bullets.	
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 4			
Activity 1 Repetition, variation	Activity 1- Students will be able to understand choreographic devices (repetition) and structures (theme and variation).	Activity 1 Drum Fit Routines https://youtu.be/yCYmR1xUasQ https://youtu.be/dc09l02YZ_k https://youtu.be/V_jMwjecC5k	Activity 1 Teacher Observation Student Reflection Utilizing Flipgrid - What part of the dance was the most exciting and why? - Name three movements you performed in the

			dance.
Activity 2 cardiovascular, isolation, effective	Activity 2- Students will be able to learn why and how we need to warm up & to create an effective warm up.	Activity 2 The different components of a warm-up will be introduced - general cardiovascular, isolation of different parts of the body and stretching. Discuss what each means and give examples. Children will work in pairs to create a 5 min warm up sequence. Students will be given time to evaluate and alter their warm ups accordingly before being asked to take the class through it with the pairs leading movements and stretches.	Activity 2 WarmUp Activity Success Criteria - Include some cardiovascular work. - Include work for different body parts. - Include some stretching Teacher/student modeling Peer coaching Teacher observation Student centered learning
Activity 3 Choreography, repetition, theme, variation, structure, rhythm	Activity 3 Students will be able to create a short dance with peers incorporating several dance movement phrases with a beginning, middle and end	Activity 3 Introduce the students to the idea of choreographed movement and learning movement sequences. We will learn parts of the dance that we will use later on and repeat. Play the video https://youtu.be/9sxifR0Ltgk Have students practice choreography as instructed. Break the dance into parts, pausing the video to give students a chance to work on that part. Put everything together once all movement sequences are learned.	Activity 3 Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 5			

Activity 1 Levels (low, medium and high), general space, personal space, pathways, range, extensions, direction, forward, backward, sideways, up and down	Activity 1: Students will be able to create a short dance with peers incorporating several movement phrases with a beginning, middle and an end.	Activity 1: Pick a poem about dance. As a group, create a dance that reflects the message of the poem. Each student must speak a line/section of the poem. https://allpoetry.com/poems/about/Dance	Activity 1: Use rubric with the following criteria: - Movements reflected the words/meaning of the poem - Students worked collaboratively on movements - Students remembered the sequence and performed in unison - Each student must speak a line/section of the poem.
Activity 2 Cannon, unison, meander, formations	Activity 2 Students will be able to work creatively and imaginatively in a group to compose motifs and structure simple dances. Students will be able to perform dances fluently and with control.	Activity 2 Create a dance that represents the effects of erosion and the creation of 'V' and 'U' shaped valleys. Working in small groups, create a short dance that shows how these two valleys could have been created. Use the idea of fast and slow moving rivers with cannon and unison work. End in either the shape of a 'U' or 'V' shaped valley. Create a short dance phrase showing the journey up and down a mountain. The dance piece should show the easier start of the journey, the harder middle passage where people started to fall ill and the elation of reaching the top of the mountain. Using formations, cannon and unison work, they must also make good use of the dance space.	Activity 2 Use rubric with the following criteria: - Students demonstrate understanding of the scientific concepts connected to this assignment. - Students worked collaboratively on movements - Students encompassed a variety of movements to represent these scientific concepts (beginning, middle, and end)
Activity 3 Spatial choices, movement quality, balance, strength, flexibility, endurance, joints, body parts	Activity 3 Students will be able to understand conditioning principles (balance, strength, flexibility, endurance,	Activity 3 Create a warm up using balance, strength, endurance and flexibility based on one body part. Focus on a part of the body	Activity 3- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

	alignment).	and create a warm up exercise, taking into consideration movement, flexibility, etc. The following video provides ideas on types of movement that can strengthen, loosen, and help with overall range of motion when we are dancing. https://youtu.be/KnF12nKwPQI Have students put together a simple routine using methods from the video. Have students share these simple warm ups with a partner and let each student do the other's warm up	
Resources/Materials	Grade 3 Bandanas/Scarves, Music (Country/Square Dance beat) Hip Hop Dance Moves for Kids: https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/ America's Got Talent Dance based on Grandma https://www.youtube.com/watch?v=x8DT-arJauw Biographies https://www.ducksters.com/biography/ Grade 4 Stability Balls, Pool noodles/Lummi Sticks, Buckets https://youtu.be/yCYmR1xUasQ https://youtu.be/dc09l02YZ_k https://youtu.be/V_jMwjecC5k https://youtu.be/R7CqWO1vj0M https://youtu.be/9sxifR0Ltqk Grade 5 https://allpoetry.com/poems/about/Dance https://youtu.be/KnF12nKwPQI		
Interdisciplinary Connections	Comprehensive Health and Physical Education - 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).		

	- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. - 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). - 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity. - 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. - 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. - 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. - 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others English Language Arts - SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly - SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification - SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly - SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points - SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly - SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence			
Career Readiness, Life Literacies and Key Skills	9.4 Life Literacies and Key Skills - 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.			
Computer Science and Design Thinking	8.1 Computer Science - 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.			
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	Word walls Visual aides Graphic organizers Multimedia Leveled readers	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry	Word walls Visual aides Graphic organizers Multimedia Leveled readers

Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Parent communication Modified assignments Counseling	Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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1.1 DANCE: Grades 3-5			
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 needed to create products.	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
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			
1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).			
1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.			
1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow,			

sharp/smooth, strong/gentle, tight/loose.)			
1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.			
1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.			
1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.			
1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).			
1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.			
1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.			
1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.			
1.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).			
1.1.5.Pr6d: Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 3			
Activity 1 Four count beat, tempo, directional movement, dynamic, energy	Activity 1 Students will be able to - Exhibit control in balance - Dance with transitions and flow - Move to different tempos/rhythms - Listen to signals and respond to movement directions.	Activity 1 Zumba Dances https://www.youtube.com/channel/UCOjZigyo_fg2V7JdGwePSwg	Activity 1 Teacher Observation Dance Rubric DanceRubricOntarioExpectations.pdf
Activity 2 Salsa, guiros, maracas	Activity 2 Students will be able to learn a variety of basic salsa dance steps and play maracas in the style of salsa music.	Activity 2- The teacher will introduce the book Salsa! by L. Colon-Vila. In this book, Young Rita gets all kinds of advice about salsa music from her family -- how to play and sing it, how to dance to it, even how to dress for it! Learning about dance steps and musical instruments such as the guiro, piano, timbales,	Activity 2 - Connection to literature (class discussion) - Modeling via video - The teacher will observe whether or not students are playing the maracas rhythms correctly and will provide guidance as needed. - The teacher will also observe whether or not students are dancing the salsa steps correctly and will provide guidance as needed.

		congas, and brass, Rita becomes so filled with enthusiasm that she dreams of someday becoming a salsa band director. With vibrant illustrations that capture the very essence, spirit and rhythm of salsa, this captivating picture book literally dances in the reader's hands. Both children and adults will have trouble keeping their feet from tapping as they read this enchanting tale. Salsa Tutorial for Kids Next, the teacher will play a salsa tutorial video for students to observe and dance along with. As an add-on, students will be given maracas to incorporate into their salsa dancing. They will be reminded to stay on beat and continue to master the footwork.	
Activity 3 Space, rhythm, tempo, contrasting dynamics	Activity 3 Use knowledge of space, add music, and other performance qualities to a memorized dance sequence.	Activity 3 Biographies-Extension Activity This lesson is an extension from Activity 3 in the Creating Unit. The teacher might want to group students who chose the same biographies together or allow lower students to join another student or establish a small group so that this project is easier. Teacher begins by giving students an overview of what was done previously. - “Last time, we chose one famous person to read a biography on. We learned what made the person famous and	Activity 3 Rubric https://www.orange.k12.nj.us/cms/lib/NJ01000601/Centrality/Domain/1912/DANCE%20PERFORMANCE%20RUBRIC.pdf

		chose three major events or things they did/said that contributed to their fame. This helped us have a deeper understanding of the person and their successes” - “Today we will be taking our dance movements to the next level by performing our movements!” Explain that in a performance dance moves need to be memorized so they flow, the performer has to be aware of their space, and make their movements big enough so that the audience can interpret the movements. Dancers also need to look like what they are performing. Also, if the dance has accompanying music, it needs to make sense with the movements and the story being told. Review this rubric: https://www.orange.k12.nj.us/cms/lib/NJ01000601/Centricity/Domain/1912/DANCE%20PERFORMANCE%20RUBRIC.pdf Allow students to choose music from Youtube (Vitamin String Quartet is a great group with instrumentals to popular songs on the radio). Allow students to practice their moves with music and create scenery Once prepared, have students perform their pieces to the class and complete the rubric for their peers. End the lesson by discussing the	
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		difference between just making movement sequences and actually performing these sequences. - How did it feel to perform? - How did you have to use the space differently? - How did your movements change when you added music? - Were the moves bigger or smaller? Etc.	
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 4			
Activity 1 Tempo, rhythm, tap, levels, around the world	Activity 1 Students will be able to: - Understand conditioning principles (balance, strength, flexibility, endurance, alignment). - Listen to signals and respond to movement directions. - Tap/beat to the rhythm of the music.	Activity 1 Drum Fit Routines- Let's Dance (Coach Pirillo) https://www.youtube.com/watch?v=cFRmHrHQW3g&list=PLJnn5H8Y_tYE3LdXoJIG_azMC2l5TjCON	Activity 1 - Teacher Observation/Group Discussion - Written Reflections on routines through journal writing.
Activity 2 Heavy, light, cast away, weight, fury, Greek mythology	Activity 2 Students will be able to: - Use their bodies to portray different sensations of weight (heavy and light) - Connect the idea of heavy and light to emotions	Activity 2 Write a list of things the class thinks are heavy and light on the board (sand, bricks, feathers, etc) Experiment walking as if your body were very heavy, or you were carrying a heavy weight. Make sure that your legs, back, arms and head are all heavy. Then, try walking as if your body were very light, moving as if gravity was not pulling you down. View the video of Dance of the Furies	Activity 2 - Student-created rubric - Self assessment and peer critique

		and pay particular attention to movements that you think are light and movements that you think are heavy. Can you identify movements in the video that are like movements you did? https://youtu.be/RRfiFJxbegc Using the list on the board, select one of the objects and do the following actions with the imaginary object. Pick it up, carry it, throw it, kick it or set it down. Pick up something heavy and throw it as if it suddenly became light. Then, pick up light and throw it as if it suddenly became heavy. Make up a story about something using the ideas of heavy and light. You can create characters that have qualities of heavy or light. e.g. a light flea and a heavy cow that are friends or a little boy that finds a light feather with magical qualities to make heavy objects light enough to lift. Choose appropriate music and perform for the class, giving them an idea of your story before or after you perform Students critique each other using a students created rubric.	
Activity 3 Dynamics, actions, unison, cannon	Activity 3 Students will be able to create and perform a class dance based upon the life of a tree in the rain forest and the inhabitants of the rainforest.	Activity 3 Using a fact file about the amazons and the Amazon rainforest, each group will pick out characters and sections they want to focus on. <u>Topic Choices:</u>	Activity 3 Teacher created fact file Graphic organizer (outline template) Performance Rubric: - Students demonstrate understanding of the scientific concepts connected to this

		• trees that have been there for years standing tall and strong • the native Indians that have lived there for thousands of years • the heat of living in the rainforest • the trees being cut down so the Indians and animals are either dying or have their home destroyed. Once the topic has been selected, each group will use what they know about this matter to first craft a short outline highlighting words that can be combined with movements. After these words are selected, motions should be attached to them to create a short piece that tells a story.	assignment. - Students worked collaboratively on movements - Students encompassed a variety of movements to represent these scientific concepts (beginning, middle, and end)
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 5			
Activity 1 Strength, conditioning, coordination, body control, sequence, spatial awareness	Activity 1 Students will be able to: - Listen to signals and respond to movement directions. - Recall sequences and spatial elements - Move through general space while keeping patterns/pathways as a group.	Activity 1 Play a variety of songs and try to match the quality of the music to the quality of the movement. https://www.youtube.com/channel/UCK1vX4jd9Oom-LmpcRXuzMA Practice exercises and combinations of movement that build strength, awareness, coordination and control. https://youtu.be/l8FaNnHUoJY https://youtu.be/JrP-4RwUpGA https://youtu.be/BVXlpawNeOM https://youtu.be/rUNH25qaEyM	Activity 1- Teacher Observation/Group Discussion Exit Slips on routines performed (Reflections) - Describe the ways the dancers related to each other. - What do you think about the music used for the dances? - Describe a movement sequence in the dance.

Activity 2 Improvisation, social dance crazes, dance terminology, style, high energy, fast footwork, unison, canon, action, reaction, motif, phrase, section, form (ie. AB, ABA, ABAC), contact, exploration, dance framework, interpret	Activity 2 Students will be able to learn about the history of Lindy Hop and its influence on contemporary dance Students will be able to learn some of the movements related to the style	Activity 2 Explain the historic and social background of dance style Watch a video of the choreography so the students can see the dance being performed https://youtu.be/V1zkXc1REI Teach the pupils 4 key movements relating to Lindy Hop and name them - Kick, kick, double kick(x 4 alternate legs) - Grapevine (x2 half time or 4 double time) - Boogie Back (Jump, clap x1) - Frog to end Tutorial video https://youtu.be/EjaqRlmVMiQ	Activity 2 Performance Rubric - Perform dances fluently and with control - Work creatively and imaginatively on their own, with a partner and in a group to compose simple dances - Use appropriate criteria to evaluate and refine their own and others' work - Talk about dance with understanding, using appropriate language and terminology.
Activity 3 Movement sequence, bend, rotate, twist	Activity 3 Students will be able to use their bodies in a performance that will show the movement of shadows throughout the day	Activity 3 Earth's Place in the Universe Teacher will begin by reviewing science concepts already discussed based on the content standard "Earth's Place in the Universe." Explain that students will be working in groups and use their bodies and dance to represent patterns of daily changes in length and direction of shadows (or any science concept) Separate students into groups. Explain that in the shadow group, someone has to be the sun, someone has to be a shadow, another has to be the person or object being shadowed. Each person has to embody their character. For example, how will the	Activity 3 Self-reflection Dance Performance Rubric https://www.orange.k12.nj.us/cms/lib/NJ01000601/Centrality/Domain/1912/DANCE%20PERFORMANCE%20RUBRIC.pdf

		person interpreting the sun move? How will you demonstrate the characteristics of the sun (heat) with your body? How will the person being the shadow interpret a shadow? Will you look just like your person or object? Once students have solidified moves for expressing their roles, they will use their science textbooks to understand how shadows change throughout the day. Students will then be prompted to choose what the student who is being shadowed is supposed to represent (are they a person or an object?). Explain that the shadow and the student being shadowed should embody that person or thing. Prompt students to attempt to show how shadows change throughout the day given their roles. Be sure to advise students to use movement to show changes in shadows throughout the course of a day. Students perform their changes in the shadows dance in front of the class. End by discussing whether performing the dance gave students a deeper understanding of the topic? Was the audience able to understand the changes in shadows throughout the day or could the interpretation have been clearer? In what way?	
Resources/Materials	Grade 3		

	Kids Zumba- https://www.youtube.com/channel/UCOjZigyo_fg2V7JdGwePSwg Projector/Screen La Vida Es Un Carnaval - Celia Cruz How to Dance Salsa for Kids Rubric: https://www.orange.k12.nj.us/cms/lib/NJ01000601/Centricity/Domain/1912/DANCE%20PERFORMANCE%20RUBRIC.pdf Grade 4 DrumFit- Stability Balls, Pool Noodles/Lummi Sticks, Buckets Coach Pirillo Drum Fit Routines https://www.youtube.com/watch?v=cFRmHrHQW3g&list=PLJnn5H8Y_tYE3LdXoJIG_azMC2I5TjCON Projector/Screen https://youtu.be/RRfiFJxbegc Chalkboard, for class discussion Outline Graphic Organizer Grade 5 DJ Ralphie You Tube Channel- https://www.youtube.com/channel/UCK1vX4jd9Oom-LmpcRXuzMA Les Mills- Born to Move YouTube Channel- https://www.youtube.com/channel/UCJIZkpEAHfJ4kSbkbB8krDg/videos Projector/Screen Lindy Hop Performance https://youtu.be/V1zkXc1IREI Lindy Hop Tutorial https://youtu.be/EjaqRImVMiQ Dance Performance Rubric https://www.orange.k12.nj.us/cms/lib/NJ01000601/Centricity/Domain/1912/DANCE%20PERFORMANCE%20RUBRIC.pdf
Interdisciplinary Connections	Comprehensive Health and Physical Education - 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). - 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. - 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). - 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity. - 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. - 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. - 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. - 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others English Language Arts

	- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly - SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification - SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly - SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points - SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly - SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence Science - 5-ESS1-2.Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.			
Career Readiness, Life Literacies and Key Skills	9.4 Life Literacies and Key Skills - 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.			
Computer Science and Design Thinking	8.1 Computer Science - 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.			
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 3-5
ARTISTIC PROCESS: Responding

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 7	Perceiving and analyzing products.	How is a dance understood?	Analyze
Anchor Standard 8	Interpreting intent and meaning.	How is dance interpreted?	Interpret
Anchor Standard 9	Applying criteria to evaluate products.	What criteria are used to evaluate dance?	Critique

PERFORMANCE EXPECTATIONS

1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance.

1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.

1.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

1.1.5.Re9a: Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 3			
Activity 1 England, traditional costume, English flag, stance, erect, dignified, circle formation	Activity 1 Students will be able to observe, describe and demonstrate movements of the "Gathering Peascods".	Activity 1 Gathering Peascods Dance This dance was done in celebration of the harvest. The English of the Elizabethan era had very strong beliefs. All circle dances started to the left, the "way of the sun" so as not to upset the Gods. https://youtu.be/lebZ4VM9ZG0	Activity 1 - Teacher observation of dance - Google Form Exit slip - Origins of dance - Meaning of movements - Terminology
Activity 2 Apache Indian, changing ceremony, aesthetic beauty, natural beauty	Activity 2 Students will be able to: - Have an increased appreciation for respecting the beauty	Activity 2 Talk about nature and ask the students what specific things in nature they find beautiful. Introduce the poem, In Beauty I Walk.	Activity 2 Describe your feelings about the poem, In Beauty I Walk. - DISCUSS: Discuss what you think the poem is about. What do you think it means? - ANALYZE: Discuss what is beautiful from your

	of nature. (Artistic Perception) - Create movement to an Apache Changing Ceremony poem. (Creative Expression) - Describe, discuss, analyze and connect information and experiences based on this lesson.	Explain that it is a poem/song which is sung at the time when an Apache girl makes the transition into womanhood. Although it is specifically used for this purpose in this tribe, it has a universal theme of appreciation for nature to which all can relate Read the poem aloud <i>In Beauty I Walk</i> <i>An Apache Changing Ceremony</i> <i>In beauty, I walk with beauty before me. I walk with beauty behind me. I walk with beauty beside me. I walk with beauty above me. I walk with beauty below me. with beauty all around me, I walk. With beauty within me, I walk. It is finished in beauty.</i> This poem can be interpreted in movement by having the students walk freely in space as the words are spoken, using their eyes to imagine the beauty they remember from being in nature or from seeing movies or photos of nature (some students have been deprived of opportunities to be in nature). Another possibility is to have the students perform a simple gesture which shows each idea in the poem as it is said. These gestures can be done in individual ways, or the class can select specific gestures which they do in unison.	point of view. Does beauty have the same meaning for everyone? Discuss why or why not. - CONNECT: Discuss how beauty inside a person can differ from beauty on the outside of a person.
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		https://youtu.be/kB60Z7Kg03A	
Activity 3 Obtuse, acute, protractor	Activity 3 Students will be able to identify two angles in dance poses and make one obtuse and one acute angle with their bodies. Students will be assessed through measuring their angles with a protractor	Activity 3 The teacher will display a shape and have students call out what they see, this will help the teacher assess prior knowledge. The class will then review angles using math vocabulary through physical and verbal demonstration. The teacher will continue to assess students' knowledge and re-teach concepts of angles through making shapes with the body and body parts. <u>Key Questions:</u> - What shape does this look like? - How many angles do you see? - Can you point them out? - How can you make a right angle with your leg? Students will stand at the front of the class and pick a dance pose. They will then work in groups to identify and measure the angles they see within the shape. The teacher will walk around assisting students as they work. Students will practice making an obtuse and an acute angle with their own body after identifying, seeing, and measuring the angle at the front of the classroom.	Activity 3 The teacher will visually and physically assess students using a protractor to check the angles they created. The teacher will observe students throughout the class during guided practice and independent practice to check for physical knowledge and proper technique. Teacher will check for understanding through open-ended questions and physical demonstration.
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 4			
Activity 1 Germany, German Flag,	Activity 1 Students will be able to	Activity 1 <u>D'Hammerschmiedsgselln Dance</u>	Activity 1 - Teacher observation of dance

Lederhosen, Stutzen, dirndl dresses, stance, upright , formation	observe, describe and demonstrate movements of the “D’Hammerschmiedsgselln”.	The name of this dance comes from the words <i>d’hammer</i> (blacksmith) and <i>schmiedsgselln</i> (professional), which translates to the “blacksmith’s dance”. https://youtu.be/HiQxf3QUQ70	- Skill Checklist - Slapping patterns - Google Form Exit Slip - Interpret meaning of dance/movement patterns - Terminology (clothing/flag/country)
Activity 2 Contemporary, classical, modern, hip-hop	Activity 2 Students will be able to observe and describe different dance styles and provide a written critique.	Activity 2 <u>World of Dance Critiques</u> Begin the lesson by describing how there have been so many shows related to dance and how there are many different types of dances. - “For writing, we will be looking at different styles of dance, critiquing and expressing our opinions on the dance through writing.” Why are there so many different styles? Discuss how people interpret and express themselves in different ways. If there are so many different ways to dance, how can we critique a dance? Discuss that dance is critiqued on how well the artist does the movement AND how the viewer felt watching the dance. Did the dancer/artist make you feel an emotion? Did it remind you of something? Discuss the different styles of dance (contemporary, classical, hip hop, latin etc) and how the style might affect how someone perceives the dance and feels about it.	Activity 2 Opinion Writing Rubric

		Explain to students that they will be watching some World of Dance dances: https://youtu.be/HSZkROtw_fk https://youtu.be/omzrRtXSVJI Allow students to watch some other World of Dance videos on Youtube. Students will select one dance that they like the most and write an opinion essay based on what they observed. Why was this your favorite dance or your least favorite dance? What can you tell me about the style? What can you tell me about the <i>meaning</i> of the movements? What can you tell me about the patterns and types of movements? Teacher should model what this essay should look like based on the individual writing curriculum or teaching style. When students have finished, discuss what criteria students' used to critique the dances. Also, discuss how different people interpreted the dances differently.	
Activity 3 Abstract, energy, space, transformation	Activity 3 Students will be able to utilize a painting as a point of departure for analyzing and creating an artistic review. (Creative Expression)	Activity 3 Looking at Van Gogh's Starry Night, ask the class to brainstorm words that come to mind when they look at the painting. Write these words on a board, putting them into different categories, such as actions, colors, shapes and feelings. Select a few of the words from different categories and challenge the	Activity 3 Writing Prompt: Describe how a painting can be used as an inspiration for a dance. Explain how you came up with ideas from the painting to explore in movement.

		class to improvise them into movement. Divide the class into small groups and have them explore the following ideas in the painting: - the spiral paths in the sky - the vertical, undulating quality of the cypress - the shapes and arrangement of the village - the bursting energy of the stars - the short brush strokes - the mood of the painting Ask each group to select one specific aspect of the painting and develop their ideas about that aspect into a dance study. Utilize their knowledge of dance to observe this specific aspect and report in writing. Examples of questions are: - Which part of the painting suggests/connects to movement? - What energy words come to mind (strong, weak, vibrating, pulsing, swirling)? - How would a dance begin in connection to this painting? End?	
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 5			
Activity 1 Philippines, agalong, tinikling sticks, clickers, rhythmic	Activity 1 Students will be able to describe and demonstrate movements of the Tinikling dance.	Activity 1 Tinikling Dance The dance originates from Leyte island and depicts the flight of the tikling bird as it travels through the rice fields,	Activity 1 - Teacher observation of dance - Skill Checklist - Rhythmic patterns of sticks and feet - Google Form Exit Slip

		avoiding bamboo traps made by farmers. https://youtu.be/kckR6wf5xe8 https://youtu.be/puwpGbxW1g0 https://youtu.be/1u-DJRCYwnI	- Interpret meaning of dance/movement patterns - Terminology (clothing/flag/country)
Activity 2 Negative space, positive space, energy, direction	Activity 2 Students will be able to discuss, interpret, demonstrate understanding of, and critique a shadow dance.	Activity 2 <u>Shadow Dancing</u> Begin the lesson by discussing that readers often establish opinions on a text based on the figurative or descriptive language that is used. You may want to read “The Jacket” by Gary Soto as an example of a short story that uses a tremendous amount of figurative language and descriptive language to make the reader visualize the text and portray a feeling(s). Link for The Jacket by Gary Soto. During and after reading, discuss how effective figurative language is in providing mental images that help readers understand a story. In the same way, dancers use creativity and their bodies to create live images for the viewer to tell a story. Have students watch this shadow dance https://youtu.be/KTLBW1nGXCM Discuss what made this dance so extraordinary? What props were used? What is it about this type of dance that truly tells a story without words? Students should write one way that the dance told the story effectively, a quick summary of the story that was told,	Activity 2 Reflection completed by students at the end of the session can be used and informally assessed for understanding.

		and give the dance a rating from 1-5 and why. End the lesson by emphasizing how images (whether created in our minds or produced by our bodies through dance) can touch your emotions and communicate a clear story.	
Activity 3 Los Viejitos (little old men), baile (dance), level, contrast, gesture	Activity 3 Students will be able to: - Discuss the historical and cultural background of Los Viejitos. - Create different postures and movements of elderly people. - Learn and perform an adaptation of the dance, Los Viejitos. - Describe, discuss, analyze and connect information and experiences based on this lesson.	Activity 3 Present some background on Mexican folk dance and specifically introduce the concept of the dance Los Viejitos from the state of Michoacan. Talk about the differences between a very old person and a young person in relation to dance. For example, how does each stand and move? What is the difference in energy levels? Have the class talk about some of the postures they might take if they were old and their spines were bent and their muscles and joints were stiff. Ask the class to explore different ways they might show an old person (standing, sitting, walking, etc.). In exploring a character for dance or drama, think of the weight of the person (heavy or light); think of whether the person is bent or upright; bound (tense) energy or free -flowing (easy) energy; jerky movements or smooth ones; slow or fast tempo; confined space or free use of space. By varying these elements of dance, different human characteristics can be communicated. It is the exaggeration of one or more of these elements which	Activity 3 - Teacher observation of dance - Google Form Exit slip - Origins of dance - Meaning of movements - Terminology

		abstracts an ordinary idea and transforms it into a dance. Watch the video of the dance performed by authentic Mexican dancers Dance https://youtu.be/_iFCHMJZaTw Challenge students to find three to five different postures that depict an elderly character. Encourage them to find contrast through the use of level changes, body part placement, gestures, etc. Ask them to sequence their ideas, then take four counts to move from one to the other. Each person should take a chair and improvise a short sequence of sitting, standing and traveling around the chair in the character of an old person. Give each person a phrase of sixteen counts for their improvisation. Have five to seven people simultaneously share their improvisation. Discuss their phrases in terms of the elements of dance stated above. Give suggestions on how these elements (timing, posture, energy, etc.) could be manipulated to make the character more believable or more humorous. Introduce the artistic principle of contrast. To make something humorous, serious or tragic moments are usually contrasted with a light moment	
Resources/Materials	Grade 3 Multicultural Folk Dance Guide- Volume 2		

	Gathering Peascods In Beauty I Walk Drum and beater Using a Protractor Grade 4 Multicultural Folk Dance Guide- Volume 1 D'Hammerschmiedsgselln Van Gogh Starry Night Grade 5 Tinikling Sticks, Wood (2'x1.5") Multicultural Folk Dance Guide- Volume 2 Tinikling (National Dance of the Philippines) Traditional Dance of Leyte Tinikling, Philippines Tinikling - Basic Steps Tutorial Shadow Dance "The Jacket" by Gary Soto Classroom chairs Dance (audio) https://youtu.be/aWS60c9QmEk Dance (video) https://youtu.be/_iFCHMJZaTw
Interdisciplinary Connections	Comprehensive Health and Physical Education - 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). - 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. - 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). - 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity. - 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. - 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. - 2.2.5.MSC.7: Apply specific rules and procedures for specific physical activity, games, and sports in a safe, active environment. - 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. - 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. - 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

	- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. - 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others English Language Arts - SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly - SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification - SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly - SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points - SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly - SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence			
Career Readiness, Life Literacies and Key Skills	9.4 Life Literacies and Key Skills - 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.			
Computer Science and Design Thinking	8.1 Computer Science - 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.			
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

ARTISTIC PROCESS: Connecting			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.	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.	How does knowing about societal, cultural, historical, and community experiences expand dance literacy?	Relate
PERFORMANCE EXPECTATIONS			
1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.			
1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.			
1.1.5.Cn11a: Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 3			
Activity 1 Mexico, stance, language-, Spanish, traditional costume, charro suit, China Poblana	Activity 1 Students will be able to compare/contrast El Jarabe Tapatio (Mexican Hat Dance) and Los Machettes folk dances.	Activity 1 Los Machettes https://youtu.be/-ZZTbAHiTGg El Jarabe Tapatio https://youtu.be/0CRSijT0sYY https://youtu.be/j_YG3ItNzfg	Activity 1 Google Form Exit Slip - What are the similarities between the two dances? - What are the differences between the two dances? - What do the movements reflect/represent in each of the dances?
Activity 2 Crisis, climate, stimulus	Activity 2 Students will be able to research the global issue of climate change and analyze how dance could be an effective way to express concern with this issue.	Activity 2 Fighting Climate Change with Dance Bay Area dance choreographer KT Nelson's production of "Dead Reckoning" demonstrates how humans are navigating blindly through	Activity 2 KWL Chart Oral Presentation Rubric - Did students have background knowledge on the topic of climate change? - Were they able to successfully analyze the video

		environmental damage. After watching the brief video, students will be asked to conduct research on climate change and fill in a KWL chart. Upon completion of this graphic organizer, they will be asked to think back on the concepts presented in the video. Do you believe dance could be a more or less effective way to express concern about this global crisis. They will be asked to orally present their findings.	on the dance production? - Were they able to prove and explain ways in which this method of communication is more or less effective than words?
Activity 3 Walk, turn, toll, levels, trees, rainforest, climate, ecology	Activity 3 Students will be able to create a freeze-frame in small groups about animals of the rainforest. Students will be able to create and perform a class dance based upon the life of a tree in the rainforest and the inhabitants in the forest.	Activity 3 Discuss the Amazon Rainforest with the students. Talk about climate, animals, location, geography, etc. Watch this rainforest video with students https://youtu.be/nFJ_0JrKAWs Use flashcards/pictures of animals and the environment to discuss the rainforest. In small groups, ask students to create a group freeze-frame. Students should use movement words (walk, turn, roll, tumble) to imitate animal movements. Use flashcards/pictures to discuss the trees and plants that exist in the rainforest. After the discussion, instruct students to create and perform a class dance based upon the life of a tree in the rainforest and the	Activity 3 - Teacher observation of dance - Dance performance rubric - Group work rubric

		inhabitants in the forest.	
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 4			
Activity 1 Ireland, advance, retire, traditional costume, kil, peasant dresses, formation, promenade, side step	Activity 1 Students will be able to compare and contrast Irish Jig and Siege of Ennis folk dances.	Activity 1 Irish Jig https://youtu.be/iHxGisr7a_I https://youtu.be/595AKDailds Siege of Ennis https://youtu.be/M_bishBer5U	Activity 1 Flipgrid Assignments - What movements were the same/different about each of the dances? - What is the history/what do the movements represent in each of the dances? - Demonstrate an 8 count of each dance
Activity 2 Response, phrase, stimulus	Activity 2 Students will be able to explain how dance can be used to communicate feelings and ideas about global issues. Students will be able to: - use an issue as a stimulus for dance - create a short dance piece - use flocking to help sequence their movements	Activity 2 Students will be placed in groups of four and asked to select a current global issue from a class created list. Have groups brainstorm ideas about how to turn this issue into movement. They may body storm ideas about what these issues will look like in terms of levels, use of space, energy etc. Next, ask students to work independently to create an 8 count phrase based on their issue. Give students time to work through their individual dance sequence. Circulate and side coach as necessary.	Activity 2 Class Presentation Groups will be asked to perform their dance sequence without sharing the issue at hand. Based on their viewing of the dance movements and decisions made by the choreographers, the remainder of the class will try and guess which global issue their piece is representing.
Activity 3 Rhythm, rhythmic pattern, accent, duration, dynamics, tap dance, choreography, phrasing	Activity 3 Create and respond to simple rhythmic patterns Describe, discuss, analyze and connect information and experiences based on this lesson	Activity 3 Begin by clapping the rhythm of each student's name. For young children use first names and identify the number of sounds and their rhythmic pattern. For older students, use first and last or first, middle and last name	Activity 3 DESCRIBE: Describe the rhythm of your own name. For example, how many sounds or syllables does your name have and do they sound long or short? Demonstrate by clapping your name. DISCUSS: Discuss how you found the rhythm in the words

		combinations. Repeat each name rhythm three times to identify the pattern and the correct emphasis. Using simple sentences or lines from a nursery rhyme or poem, clap the rhythm of the words. Make sure that you clap the rhythm the way the sentence or rhyme would be rhythmically spoken, with all the variations of accents, duration, pauses and dynamics. After several different lines have been spoken rhythmically and clapped with and without words, try putting several lines or the entire rhyme into rhythm. Make sure that the students say each word rhythmically so that the rhythm pattern is exaggerated and clear, with the correct emphasis on the right syllables. There should be the feeling of a basic underlying beat or pulse throughout. Try working with other nursery rhymes using the same process.	of the nursery rhyme. ANALYZE: Think about how you put the words of the nursery rhyme into a rhythm which you could clap and dance. Decide what you would change if you were to teach someone else how to do this? CONNECT: What other ideas do you have for creating or finding rhythm patterns?
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 5			
Activity 1 Africa, Ghana, Zimbabwe, traditional costume, Dashikis, Lapa (skirts), Bupas (blouse), Filas (headwraps), formation, rhythm (2/4 or 4/4 time)	Activity 1 Students will be able to compare and contrast Highlife (Ghana) and Dinhe (Zimbabwe) folk dances.	Activity 1 Dinhe https://youtu.be/4sWG_s0YayM Highlife https://youtu.be/6tYG2UUvSe4	Activity 1 Flipgrid Assignments - What emotions are expressed through the movements of each of the dances? - How do the movements represent the people/environment of Africa? - Demonstrate an 8 count of each dance

Activity 2 Pathways, straight, curvy, zigzag, direction, backwards, forwards, diagonal, sideways, up, down	Activity 2 Students will be able to explain how dance can be a way to spread awareness of global issues and bring about change.	Activity 2 Teacher will begin the lesson explaining that there are many global issues around the world that all people deal with regardless of where they live or come from. Students will be split into groups. Each group will select a global issue from https://www.kidsgoglobal.net/the-issues/ Students will write a bulleted list to answer the following: - What caused or causes the issue? - What the issue is. - How can it be solved? Students will use the list to come up with movements that represent the answers to the three points above. Teacher will explain that force and direction can be used as a way to express their global issue. For example, a strong push of the hands can show that a disease needs to be faced with strength. Students will join the movements to create a dance and will perform the dance to the other groups. The teacher will lead a discussion on how performing a dance can help with global issues by creating awareness and trying to make viewers empathize with the performance.	Activity 2 Teachers can informally assess the bulleted list created by the students based on the issue. Exit Ticket In what ways can dance help solve global issues?
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Activity 3 Fairtrade, sugar farming, interpretation	Activity 3 Students will use movement/dance to demonstrate why a sugar farming community would want their sugar to be Fairtrade.	Activity 3 The teacher will introduce the topic of Fair Trade by having student view the following videos: What is Fairtrade The Fair Trade Story Freddy & Flora's Quest for Fairness - Fair Trade Teaching Resource The teacher will explain to the class that they will be telling the story of how and why a community becomes involved in Fairtrade through movement/dance. The teacher will split the class into small groups. The teacher will call out actions related to the issue that the groups of students will take turns acting out/dancing to demonstrate the actions without speaking.	Activity 3 - Performance rubric - Teacher observation - Peer review
Resources/Materials	Grade 3 Multicultural Folk Dance Guide- Volume 1 YouTube Videos - https://youtu.be/-ZZTbAHiTGg - https://youtu.be/0CRSijT0sYY - https://youtu.be/j_YG3ItNzfg Fighting Climate Change with Dance Rainforest pictures, flash cards and/or role-play materials Rainforest Video: https://youtu.be/nFJ_0JrKAWS Grade 4 Multicultural Folk Dance Guide- Volume 2 YouTube Videos - https://youtu.be/iHxGisr7a_I - https://youtu.be/595AKDails - https://youtu.be/M_bishBer5U Creative Movement to Express Global Issues Classroom percussion instruments		

	Chalkboard or White Board Grade 5 Multicultural Folk Dance Guide- Volume 1 YouTube Videos - https://youtu.be/4sWG_s0YayM - https://youtu.be/6tYG2UUvSe4 https://www.kidsgoglobal.net/the-issues/ What is Fairtrade The Fair Trade Story Freddy & Flora's Quest for Fairness - Fair Trade Teaching Resource
Interdisciplinary Connections	Comprehensive Health and Physical Education - 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). - 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. - 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). - 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity. - 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. - 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. - 2.2.5.MSC.7: Apply specific rules and procedures for specific physical activity, games, and sports in a safe, active environment. - 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. - 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. - 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. - 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. - 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others English Language Arts - SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly - SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification - SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

	partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly - SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points - SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly - SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence Science - 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans. 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources, environment, and address climate change issues.			
Career Readiness, Life Literacies and Key Skills	9.4 Life Literacies and Key Skills - 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.			
Computer Science and Design Thinking	8.1 Computer Science - 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.			
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

