

Moonachie School District Dance Curriculum: Grades 6 - 8

New Jersey Student Learning Standards for Visual and Performing Arts

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

1.1 DANCE: Grades 6-8			
ARTISTIC PROCESS: Creating			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 1	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	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	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			
1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.			
1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.			
1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.			
1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.			
1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.			
1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 6 Imagine, plan, count, rhythm, format, visualize, pattern, phrase, review, compromise, mirror, isolate, cue, formation, canon	Students will be able to replicate a piece of choreography from the 'Just Dance' library of choreography.	Choreography/Dance Composition Group work - Just Dance Project	Just Dance Project Instructions: You are to choose a "Just Dance" video to recreate and perform (and memorize) to the best of your ability. 1. Include an entrance/exit 2. Demonstrate at least 1 Verse and 1 Chorus; approximately 1 minute or more

Grade 7 Invision, incubate, plan, construct, review, revise, rehearse, feedback	Students will be able to develop a slide show presentation describing how a choreographer choreographs.	Choreography/Dance Composition - Group work - The Choreographer's Creative Process Presentation	The Choreographer's Creative Process Presentation Instructions: You will create a presentation (PPT, Google Sheets, Microsoft Sway) detailing the SIX Steps of YOUR choreographic process. Your presentation should have at least 6 slides with all 6 steps and a title page with your name. 1. Inspiration (preparation) 2. Choose Music 3. Blueprint of Music (map of counts) 4. Gather steps (refer to your inspiration to 'borrow' steps) 5. Add Choreographic tools (cannons, change direction, reorder steps already used...) 6. Entrance/Exit and finesse what is in between
Grade 8 Emote, surprise, joy, anxiety, fear, happiness, contempt, sadness Mirror, Copyright, Plagiarize, Counting, Planning, Invision, Blueprint, Composition, Canon, Variation, Formation, Stage Map, Use of Space, Use of Time, Use of Energy, Use of Body	Students will be able to create a short movement piece based on the 7 Human Emotions and present the piece. Students will be able to create a full dance piece based on their own creative ideas and process.	Student Choreography - 7 Human Emotions Project Choreography/Dance Composition - Group Work - So You Think You Can Choreograph Project	7 Human Emotions Project You will choose a partner or partner(s) 2-4 people and choose an emotion. Your short movement phrase should clearly convey your chosen emotion without relying on music with lyrics or dialogue. So You Think You Can Choreograph Project Instructions: You will create your very own short dance piece to music of your choosing. Requirements: - Appropriate music - Use one jazz step that you have learned throughout our class. Examples: grapevine, box step, pirouette, step touch, ball change... - 4 Counts of 8 or more - Include an Entrance/Exit - Demonstrate: - Use of Space (change direction, formation) - Use of Time (vary your timing) - Use of Body (adding levels) Flipgrid: Student Choreography Final Video
Resources/Materials	Just Dance videos or video game Internet with Youtube access		

Interdisciplinary Connections	Comprehensive Health and Physical Education			
	2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime. 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.			
Career Readiness, Life Literacies and Key Skills	English Language Arts			
	- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly - SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study - SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly - SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points - SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly			
Computer Science and Design Thinking	9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally			
Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding Word walls	Word walls Visual aides	Teacher tutoring Peer tutoring	Curriculum compacting Challenge assignments	Word walls Visual aides

Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Graphic organizers Multimedia Leveled readers 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 6-8 ARTISTIC PROCESS: Performing			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4	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	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?	Execute
Anchor Standard 6	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			
1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.			
1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.			
1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and			

characterization.			
1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.			
1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.			
1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non vertical alignment. Maintain organization of the body while moving through space.			
1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).			
1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.			
1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.			
1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.			
1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.			
1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 6 Social Dance, African rhythm, Jazz, Style, Parallel, Turn-out, Isolate, Flex, Extend, Flat Back	Students will be able to understand the history of Jazz and evaluate the various styles of Jazz dance.	Introduction to Jazz	What is Jazz Dance? Ted Ed Lesson https://ed.ted.com/on/APeNLqPE
Grade 7 Ballet narrative, Ballet dance style, Technique, Articulate, Posture, Rounded arm, Rotation, Turn-out, Parallel, Arch, Metatarsal	Students will be able to demonstrate the basic positions of the feet and arms.	Provide students with and introduction to the basic positions of ballet	Ballet Positions of the Feet and Arms You are to teach someone at home or a friend (you can work remotely and then share their work via video or photos) the 5 Positions of the Feet and Arms. Remember, if you can Teach someone something well, then you have mastered it! Flipgrid: You're the Teacher Ballet Edition!
Grade 8 Alonge, Plie, Releve, Tendu, Chase, Saute , Soutenou, Sussou, Passe, Grande battement, Port de bras, Pas de bourrée, Arabesque, En haut,	Students will be able to apply their vocabulary and knowledge by completing an end of unit Ballet Quiz.	Teach the proper names of basic ballet positions and terms.	Ballet Quiz Ballet Terminology Quiz

En bas, En avant			
Resources/Materials	What is Jazz Dance? Ted Ed Lesson: https://ed.ted.com/on/APeNLqPE Flipgrid: You're the Teacher Ballet Edition! Ballet Quiz Ballet Terminology Quiz		
Interdisciplinary Connections	Comprehensive Health and Physical Education 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. English Language Arts - SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly - SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study - SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly - SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points - SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly		
Career Readiness, Life Literacies and Key Skills	9.4.8.Cl.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally		
Computer Science and Design Thinking	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.		

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 6-8			
ARTISTIC PROCESS: Responding			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 7	Dance is perceived and analyzed to comprehend its meaning.	How is a dance understood?	Analyze
Anchor Standard 8	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	Criteria for evaluating dance vary across genres, styles and cultures.	What criteria are used to evaluate dance?	Critique
PERFORMANCE EXPECTATIONS			
1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.			
1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.			
1.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique,			

and context. Interpret using genre specific dance terminology.

1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 6 Tinikling, Bachata, Salsa, Waltz, Irish Step, Hip Hop, Ballet, Samba, Haka, Dragon Dance	Students will be able to compare and contrast the various dances from around the world.	Dance Styles-Introduction to World Dance	Dance Styles from Around the World Ted Ed Lesson: https://ed.ted.com/on/XDMoOYzz
Grade 7 Louis XIV, Positions, French Renaissance, Corpse De Ballet, Paris Opera	Students will be able to understand who developed ballet and when.	Origins of Ballet	Origins of Ballet Ted Ed Lesson: https://ed.ted.com/on/p40ZC4s8
Grade 8 Training, ballet, position, technique, corpse de ballet, pas de deux, concert dance, dance company, principle, soloist	Students will be able to detail the life and legacy of a famous ballet dancer.	Famous Ballet Dance Research Project	Famous Ballet Dancer Biography Project: Slide Show - How did your dancer begin dancing? - What are your dancer's major accomplishments? - Must include: 8 Slides or more with photos - At least 1 video - Resource and Reference Slide (bibliography) - Closing Slide
Resources/Materials	Dance Styles from Around the World Ted Ed Lesson: https://ed.ted.com/on/XDMoOYzz Origins of Ballet Ted Ed Lesson: https://ed.ted.com/on/p40ZC4s8		
Interdisciplinary Connections	Comprehensive Health and Physical Education 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity		

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Career Readiness, Life Literacies and Key Skills	9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally			
Computer Science and Design Thinking	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.			
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 6-8			
ARTISTIC PROCESS: Connecting			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 10	Enduring Understanding: 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	Enduring 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			
1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.			
1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.			
1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 6 Samba, Bachata, Waltz, Tango, Polka, Hip Hop, Tinikling, African, Ballet, Cha Cha, Irish Step	Students will be able to demonstrate a cultural dance of their choosing.	Cultural Dance	Cultural Dance Challenge; Students will demonstrate a cultural dance of their choosing. Examples: Samba, Bachata, Waltz, Tango, Polka, Hip Hop, Tinikling, African, Ballet, Cha Cha, Irish Step, Tap Dance, etc...Performance may be performed live for the class or via FlipGrid. 1. Name of your Cultural Dance and WHERE the dance originates from. Please type this information with your video on FlipGrid (under description or Title) 2. Use appropriate Music in the style of your chosen dance. 3. Feel free to add a family member or friend. 4. Have fun with it! 5. Please submit on Flip Grid.
Grade 7 Samba, Cha Cha, Bachata, Salsa, Waltz, African, Irish Step,	Students will be able to demonstrate the history of a cultural dance of their choosing	Cultural Dance Research Project	Cultural Dance Slide Show Presentation 1. Choose Cultural Dance to research 2. Begin research (during class) Bookmark online sources.

Tinikling, Hip Hop, Ballet, Haka, Polka	and compare the evolution of the dance.		Complete OUTLINE (will be graded) 3. Begin Adding Slides. Create Title page 4. Add Slides: WHERE the dance is from 5. WHEN the dance was first created 6. WHO performs the dance 7. WHY the dance is performed and/or celebrated 8. HOW to do the dance. Include a step by step explanation. 9. MODERN DAY looks into the dance. 10. Must include : 8 Slides or More with photos and video
Grade 8 African rhythm, community, slavery, Big Apple, The Bop, the Charleston, The Twist, The bugaloo, line dance, Cabbage Patch	Students will be able to have a clear understanding of HOW Social Dance has evolved and WHO has influenced American Dance styles through the years.	Social Dance Lesson	Social Dance Lesson: Ted Ed https://ed.ted.com/on/mU2stiUI
Resources/Materials	Social Dance Lesson: Ted Ed https://ed.ted.com/on/mU2stiUI PowerPoint, Google Slides or Sway		
Interdisciplinary Connections	Comprehensive Health and Physical Education ● 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). ● 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. ● 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). ● 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. ● 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. ● 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. ● 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. ● 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. English Language Arts ● SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly ● SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study ● SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse		

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Computer Science and Design Thinking	● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.			
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	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling