

MIDDLETOWN TOWNSHIP PUBLIC SCHOOLS

Dance for Health & Fitness: Establishing Healthy Lifestyle Habits, Grades 9-12

Written October 2021-March 2022
Adopted by the Board of Education on May 31, 2022

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**MIDDLETOWN TOWNSHIP BOARD OF EDUCATION
EQUAL OPPORTUNITY POLICIES**

The Middletown Township Board of Education affirms its responsibilities to ensure all students in the public schools of this township equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin or social or economic status. Lack of English language skills will not be a deterrent to admission to any program. No otherwise qualified handicapped individuals shall solely by reason of their handicap be denied the benefits of or subjected to discrimination in any activity.

The school system's Affirmative Action Plans for School/Classroom Practices are on file in the Superintendent's office.

AFFIRMATIVE ACTION GRIEVANCE PROCEDURE

The Board of Education has established a procedure for staff, students or parents on a student's behalf to follow in filing a complaint dealing with alleged violation, misinterpretation or inequitable application of the policies and practices of the school district relative to provisions of Federal and State anti-discrimination legislation. Details of the grievance procedures are included in the school district's policy manual under Policy #2260.

The Building Principal or designee serves as the first step of this grievance procedure.

The District Affirmative Action Officer is:

Charlene O'Hagan, District Director of Human Resources and Instruction
Middletown Township Board of Education
August T. Miner Administrative Offices
834 Leonardville Road, 2nd Floor
Middletown, New Jersey 07737
(732) 671-3850

The District 504 Compliance Officer is:

Michele Tiedemann, District Director of Special Education
Middletown Township Board of Education
August T. Miner Administrative Offices
834 Leonardville Road, 2nd Floor
Middletown, New Jersey 07737
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DISTRICT PHILOSOPHY OF INSTRUCTION

In order to prepare our students for the ever-increasing demand for a literate, technology-oriented workforce, Middletown Township Public School District embraces an instructional philosophy that is student-centered, inquiry-based, and that differentiates instruction based on student's individual abilities.

Teachers, as facilitators of lifelong learning, challenge students by providing an environment in which the students become active participants engaged in working together on projects and in solving problems that involve or simulate authentic data and events.

Students learn to value a variety of different approaches and are taught to take responsibility for their own meaningful learning as they become more adept at communicating their reasoning and in asking questions to help clarify their thinking and that of their classmates.

COURSE PHILOSOPHY

The course is designed similar to a physical dance workout class to promote appreciation and interest in health, fitness, mindfulness and personal well-being through dance; establishing a personal health centered lifestyle. Shifting the focus of dance from a performance based to a personal growth and development course, affords students the opportunity to explore the facets of dance arts studies in a new light. Concentrations include but are not limited to:

- Healthy Habits
- Physical Fitness
- Mindfulness
- Body Strength
- Core Strength
- Flexibility
- Agility/Coordination
- Endurance
- Balance
- Improved Posture
- Higher Self-Esteem
- Confidence
- Social Activity

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Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

- 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.**
- 2. District boards of education shall integrate into the curriculum 21st century themes and skills [\(N.J.A.C. 6A:8-3.1\(c\)\).](#)**

Twenty-first century themes and skills integrated into all content standards areas [\(N.J.A.C. 6A:8-1.1\(a\)3\).](#)

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

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INTRODUCTION

Dance is the art of transforming images, ideas, and feelings into movement. It is a balance of skills, technique, mindsets; all culminating to promote functional fitness. Dance enhances self-esteem development, health and wellness through core fitness competencies. Students will be able to:

- Examine personal fitness
- Explore and try new techniques using core/body strength, cardio training, light weights and resistance training
- Develop a more well-rounded understanding of dance outside of the realm of performance and use dance techniques and bodily kinesthetics that are associated with fitness, health and well-being both physical and mental.
- Develop skills in strength training and conditioning through varied dance technique
- Demonstrate energy and a willingness to engage in personal growth and development
Demonstrate active engagement in fitness activities
- Demonstrate a willingness to grow and learn
- Develop critical thinking skills of analyzing, questioning and self-monitoring through the creative process of dance, fitness and self-evaluation
- Develop creative thinking skills of exploration, selection, combination, refinement and reflection to compose movement sequences, warm-ups and training
- Develop personal awareness and responsibility through self-motivation, self-regulation, and well-being through fitness, dance education and participation.
- Strive for physical, emotional, and mental well-being by connecting the body and mind.
- Develop positive personal and social identity exploring values, beliefs, strengths, abilities and healthy choices relating personal context to diverse social and cultural contexts.

The recommended activities section on the following pages includes activities for the purpose of differentiating instruction to meet the needs of Special Education students, Students with 504s, MLs, Students at Risk of Failure, and G&T students. The following are suggested modifications for teachers to use in each unit as appropriate:

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with choices including multiple options for how they can represent their understandings (e.g., conversations via digital tools such as Google Meet, experts from the community helping with a project, journal articles, biographies, multisensory techniques --auditory/visual aids: pictures, illustrations, graphs, charts, data tables, multimedia, modeling; etc.).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understanding. (Science specific)
- Use project-based learning to help students engage with content in an authentic way.
- Structure learning around explaining or solving a social or community-based issue.

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- Provide ML students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Alternative assessments

The district's expectation is for **ALL** teachers planning instruction for students with IEP's to thoroughly read and implement modifications and accommodations accordingly and consult with co-teacher. Accommodations and Modification are required for the following student groups: Special Education students, Students with 504s, MLs, Students at Risk of Failure, and G&T students.

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New Jersey Student Learning Standards	21st Century Themes
<p>Anchor Standard 1: Generating and conceptualizing ideas</p> <p>Proficient</p> <ul style="list-style-type: none"> ● 1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. ● 1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.1.12acc.Cr1a: Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement. ● 1.1.12acc.Cr1b: Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works. 	<p>New Jersey Student Learning Standards</p> <p>Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success.</p> <p><u>Mission:</u> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><u>Vision:</u> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p>

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Anchor Standard 2: Organizing and developing ideas

Proficient

- 1.1.12prof.Cr2a: Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
- 1.1.12prof.Cr2b: Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

Accomplished

- 1.1.12acc.Cr2a: Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
- 1.1.12acc.Cr2b: Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.

Anchor Standard 3: Refining and completing products. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Proficient

- 1.1.12prof.Cr3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

Career Readiness, Life Literacies, and Key Skills

Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for

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sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.

- 1.1.12prof.Cr3b: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).

Accomplished

- 1.1.12acc.Cr3a: Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.

- 1.1.12acc.Cr3b: Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies).

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Proficient

- 1.1.12prof.Pr4a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.

- 1.1.12prof.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
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- 1.1.12prof.Pr4c: Perform planned and improvised movement sequences and dance combinations with variations that accurately

integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

- An education in career readiness, life literacies, and key skills fosters a population that:
- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

2020 NJSLS – Career Readiness, Life Literacies, and Key Skills by the End of Grade 12

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demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).

Accomplished

- 1.1.12acc.Pr4a: Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
- 1.1.12acc.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
- 1.1.12acc.Pr4c: Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Proficient

- 1.1.12prof.Pr5a: Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.
- 1.1.12prof.Pr5b: Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.
- 1.1.12prof.Pr5c: Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders;

Career Awareness and Planning

Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential.

Performance Expectations:

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Creativity and Innovation

Core Ideas:

*With a growth mindset, failure is an important part of success.

*Innovative ideas or innovation can lead to career opportunities.

Performance Expectations:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g.,

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<p>use of vertical, off center, non-vertical alignment) the body through space.</p> <ul style="list-style-type: none"> ● 1.1.12prof.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). ● 1.1.12prof.Pr5e: Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.1.12acc.Pr5a: Research healthful strategies essential for dancers and modify personal practice based on findings. ● 1.1.12acc.Pr5b: Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure. ● 1.1.12acc.Pr5c: Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps. ● 1.1.12acc.Pr5d: Develop personal conditioning practices, using different body conditioning techniques that improve range of motion, muscular flexibility, strength, and endurance to enhance performance. ● 1.1.12acc.Pr5e: Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition. <p>Advanced</p>	<p>2.1.12.PGD.1).</p> <p><u>Critical Thinking and Problem-solving</u></p> <p>Core Ideas:</p> <p>*Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). ● 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). <p><u>Technology Literacy</u></p> <p>Core Ideas:</p> <p>*Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p> <p>*Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p> <p>Performance Expectations:</p> <ul style="list-style-type: none"> ● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). ● 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. ● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
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- 1.1.12adv.Pr5a: Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life.
- 1.1.12adv.Pr5b: Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements.

Anchor Standard 7: Perceiving and analyzing products.

Proficient

- 1.1.12prof.Re7a: Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
- 1.1.12prof.Re7b: Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.

Anchor Standard 9: Applying criteria to evaluate products

Proficient

- * 1.1.12prof.Re9a: Analyze 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.

Accomplished

- 1.1.12acc.Re9a: Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider

<https://www.state.nj.us/education/aps/cccs/career/>

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content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. Advanced 1.1.12adv.Re9a: Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to formulate artistic expression.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Proficient

*1.1.12prof.Cn11a: Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.

Accomplished

*1.1.12acc.Cn11a: Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate.

Advanced

- 1.1.12adv.Cn11a: Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate.

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NJSLS Physical Education

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- B. Nutrition- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
- 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
- 2.5-Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- A. Movement Skills and Concepts- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- 2.5.12.A.1 Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
- 2.5.12.A.2 Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).
- 2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
- B. Strategy- Individual and team execution in games, sports, and other activity situations is based on the interaction of

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tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork..

- 2.5.12.B.2 Apply a variety of mental strategies to improve performance.
- 2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
- C. Sportsmanship, Rules, and Safety- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- 2.5.12.C.3 Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.
- 2.6-Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
- A. Fitness and Physical Activity- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.
- 2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.
- 2.6.12.A.3 Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

<https://www.state.nj.us/education/cccs/>

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ADOPTED TEXTBOOK/PROGRAM and RESOURCES

Resources: Yoga Mats, Yoga Blocks, Resistance Bands, Light Hand Weights (1,3,5 lbs)

Web Resource:

- American Alliance for Health, Physical Education, Recreation and Dance
- USDA-Supercharge your Food & Fitness

Texts: Dancing for Health: Conquering and Preventing Stress (Class Set)

ISBN-13: 978-0759108592

ISBN-10: 0759108595

Recommended Time Frame and Sequence

(including Quarterly Assessments)

1st Marking Period:

Physical dance workout class to promote appreciation and interest in health, fitness, mindfulness and personal well-being through dance; establishing a personal health centered lifestyle. Shifting the focus of dance from a performance based to a personal growth and development course affords students the opportunity to explore the facets of dance arts studies in a new light. Concentrations include but are not limited to:

- Healthy Habits
- Physical Fitness
- Mindfulness
- Body Strength
- Core Strength
- Flexibility
- Agility/Coordination

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- Endurance
- Balance
- Improved Posture
- Higher Self-Esteem
- Confidence
- Social Activity

Genres of Dance & Fitness including not limited to:

- Dance Aerobic Fitness
- Floor
- Barre'
- Yoga
- Zumba
- Jazz Exercise
- Pilates
- Resistance Training
- Hip Hop
- Street Jazz
- Contemporary
- Functional Fitness
- Weights
- Boot Camp
- Circuit Training

****Quarterly assessment to be conducted as a performance based assessment measuring but not limited to the concentrated areas of study listed above.***

2nd Marking Period:

In Addition to daily continued physical training, the focus will include the essential elements of a balanced diet; what to eat before, during and after exercises; Nutrition & Wellbeing. Goal is to encourage students to eat a healthy balanced diet and take regular exercise, to benefit their overall wellbeing.

Goal: to promote positive health strategies, because a healthy mind and body are key to performance and our overall well being. In young people, it is essential that the right elements of a balanced diet are present every day, so that the body and brain can

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develop the way they should. This is even more important when you are also training the body to exert itself in physically demanding ways, such as the performing arts and athletics activities. It's vital to provide guidance on nutrition for performing arts students, and the best ways to nourish their talents, physically as well as mentally.

Diet and Mental Wellbeing

The benefits of good nutrition and physical health have a massive impact on mental health.

Along with exercise, quality sleep and stress management, getting the right balance of nutrients in the diet can go a long way towards balancing mood and anxiety levels. That fuel comes from the foods you eat, and what is contained within that fuel makes all the difference. Evidence suggests that good nutrition is essential for our mental health, and that several mental health conditions may be influenced by dietary factors. As well as its impact on short and long-term mental health, much of the research indicates that food plays an important contributing role in the development, management and prevention of specific mental health problems such as depression, schizophrenia, attention deficit hyperactivity disorder, and Alzheimer's disease.

Nutrition for Performing Arts Students

Many students spend all day at school before engaging in extracurricular activities. Eating the wrong food during the day can make energy levels slump. Eating properly all day will keep energy levels consistently high, and the body will recover properly after activity such as dance and athletics. Areas to focus on: Before a Class, During your Class, After a Class

Diet as we grow older

As well as being merely "nutritious" – providing all the essential nutrients, such as proteins, minerals and vitamins – a good diet offers even more advantages, including the prevention of chronic diseases. As we grow older, illnesses and physical instability can become a block to enjoying life to the full. Drugs and medicines– known as non-nutritive components, such as phytochemicals – are taken to cure or reduce the symptoms of diseases, but a healthy diet acts to help prevent us from becoming ill in the first place – meaning we are more likely to become old without feeling old. Diet is important for the treatment of illness, but a cared-for, properly-nourished body is less likely to succumb to illness in the first place.

Top 5 Healthy Must-Haves:

1. Avoid junk foods that create further cravings and make you feel bloated (crisps, fizzy drinks, and sugary snacks)

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2. Balance your diet with whole grain carbs, proteins, vitamins and minerals from colorful veggies and fruits
3. Stay properly hydrated all day with lots of water, especially when exercising
4. Get plenty of good-quality sleep at night
5. Keep a positive attitude – feel good about yourself, and help others to do the same

Treat the body well by giving it all the nutrients it needs, in a healthy, balanced diet, and it will serve however it is expected to perform.

**Quarterly assessment to be conducted either as a performance based assessment measuring but not limited to the concentrated areas of study extended from MP 1 or as the essential elements of a personal balanced nutrition plan.*

Unit 1 -	Duration
Summary: To promote appreciation and interest in health, fitness, mindfulness and personal well-being through dance	MP 1

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Space, time and energy are basic elements of dance. ● The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions. ● Comprehend physical endurance concepts related to health promotion to enhance an active health. ● Demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks. ● Analyze the influence of family, peers, culture, media, technology and other factors on health. ● Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 	<ul style="list-style-type: none"> ● What do I need to know to stay healthy? ● What can I do to avoid or reduce health risks? ● How can communication enhance my personal health? ● How do I make good decisions to keep myself healthy? ● How do I use the goal-setting process to improve my health? ● What can I do to promote accurate health information and healthy behaviors? ● How is the body used as an instrument for technical and artistic expression? How will establishing a workout routine help this? ● What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public

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<ul style="list-style-type: none"> ● Demonstrate the ability to use decision-making skills to enhance health. ● Use goal-setting skills to enhance health. ● Demonstrate the ability to advocate for personal, family and community health. 	<p>performance? How will proper physical focus strengthen a dancer's performance ability?</p> <ul style="list-style-type: none"> ● How is a dance understood? And how can physical fitness translate into artistic methods?
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NJSLs for Unit 1

Anchor Standard 1: Generating and conceptualizing ideas

Proficient

- 1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
- 1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.

Accomplished

- 1.1.12acc.Cr1a: Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
- 1.1.12acc.Cr1b: Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.

Advanced

- 1.1.12adv.Cr1a: Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent.

Anchor Standard 2: Organizing and developing ideas

Proficient

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- 1.1.12prof.Cr2a: Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
- 1.1.12prof.Cr2b: Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

Accomplished

- 1.1.12acc.Cr2a: Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
- 1.1.12acc.Cr2b: Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.

Anchor Standard 3: Refining and completing products. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Proficient

- 1.1.12prof.Cr3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.
- 1.1.12prof.Cr3b: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).

Accomplished

- 1.1.12acc.Cr3a: Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
- 1.1.12acc.Cr3b: Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies).

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Anchor Standard 4: Selecting, analyzing, and interpreting work.

Proficient

- 1.1.12prof.Pr4a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.
- 1.1.12prof.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. New Jersey Department of Education June 2020 32
- 1.1.12prof.Pr4c: Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).

Accomplished

- 1.1.12acc.Pr4a: Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
- 1.1.12acc.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
- 1.1.12acc.Pr4c: Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Proficient

- 1.1.12prof.Pr5a: Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.
- 1.1.12prof.Pr5b: Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.

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- 1.1.12prof.Pr5c: Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.
- 1.1.12prof.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).
- 1.1.12prof.Pr5e: Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

Accomplished

- 1.1.12acc.Pr5a: Research healthful strategies essential for dancers and modify personal practice based on findings.
- 1.1.12acc.Pr5b: Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
- 1.1.12acc.Pr5c: Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.
- 1.1.12acc.Pr5d: Develop personal conditioning practices, using different body conditioning techniques that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.
- 1.1.12acc.Pr5e: Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.

Advanced

- 1.1.12adv.Pr5a: Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life.
- 1.1.12adv.Pr5b: Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements.
- 1.1.12adv.Pr5d: Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.

Anchor Standard 7: Perceiving and analyzing products.

Proficient

- 1.1.12prof.Re7a: Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
- 1.1.12prof.Re7b: Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.

Anchor Standard 9: Applying criteria to evaluate products

Proficient

- * 1.1.12prof.Re9a: Analyze 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.

Accomplished

- 1.1.12acc.Re9a: Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. Advanced
- 1.1.12adv.Re9a: Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to formulate artistic expression.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Proficient

- *1.1.12prof.Cn11a: Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.

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Accomplished

*1.1.12acc.Cn11a: Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate.

Reading Informational Text

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Writing: Text Types and Purposes

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Writing: Production and Distribution of Work

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing: Research to Build and Present Knowledge

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Writing: Range of Writing

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

NJSLS Physical Education

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- B. Nutrition- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
- 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
- 2.5-Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- A. Movement Skills and Concepts- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- 2.5.12.A.1 Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
- 2.5.12.A.2 Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).
- 2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
- B. Strategy- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork..
- 2.5.12.B.2 Apply a variety of mental strategies to improve performance.
- 2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

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- C. Sportsmanship, Rules, and Safety- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- 2.5.12.C.3 Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.
- 2.6-Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
- A. Fitness and Physical Activity- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.
- 2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.
- 2.6.12.A.3 Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.
- **Interdisciplinary Connection: English SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source

Student Learning Outcomes	Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)	Suggested Materials & Resources
<p>Students Can...</p> <ul style="list-style-type: none"> ● Engage in active bodily kinesthetic training ● Evaluate and discuss Healthy Habits ● Actively participate in Physical Fitness ● Evaluate, discuss and participate in Mindfulness ● Condition Body Strength through physical class activities ● Condition Core Strength through physical class activities ● Strengthen personal Flexibility through physical class activities ● Strengthen Agility/Coordination through physical class activities 	<p>Performance Expectations: Formative assessments may include observation, peer critique, and minor assignments listed below. Summative assessment may include larger projects (below). Benchmark assessment: quarterly exam or other end of marking period assessment of content. Alternative assessments will be used as appropriate. <i>Suggested activities are listed but not limited to:</i></p> <ul style="list-style-type: none"> ● Use physical activity as a means of creative expression ● Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships ● Regularly engage in moderate to vigorous physical activities of their choice on a regular basis 	<ul style="list-style-type: none"> ● The class can be conducted on the stage; no need to travel to the Middletown Arts Center. ● Materials to include but not limited to: Yoga Mats, Yoga Blocks, Resistance Bands, Light Hand Weights (1,3,5 lbs) ● 1st semester active engagement in bodily kinesthetic training

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<ul style="list-style-type: none"> ● Strengthen Endurance through physical class activities ● Improve Balance through physical class activities ● Improved Posture through physical class activities ● Higher Self-Esteem through active engagement and personal assessment of physical class activities ● Build Confidence ● Explore Social Activity 	<ul style="list-style-type: none"> ● Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes ● Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms ● Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level: ● Genres of Dance & Fitness Activities including not limited to: <ul style="list-style-type: none"> ○ Dance Aerobic Fitness ○ Floor ○ Barre' ○ Yoga ○ Zumba ○ Jazz Exercise ○ Pilates ○ Resistance Training ○ Hip Hop ○ Street Jazz ○ Contemporary ○ Functional Fitness ○ Weights ○ Boot Camp ○ Circuit Training ● Analyze how behaviors can affect health maintenance and disease prevention ● Describe the interrelationship of mental, emotional, social and physical health throughout adulthood ● Evaluate the impact of personal health behaviors on the functioning of body systems 	
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	<ul style="list-style-type: none"> ● Evaluate how daily activity can influence the health of individuals ● Analyze ways in which the environment influences personal health and well being ● Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood ● Assess the diversity among health plans and fitness programs through dance ● Analyze the research and advances in the study of dance that contribute to fitness and mindfulness and how it can influence the prevention and control of health problems ● Assess the importance of assuming responsibility for personal health and fitness behaviors ● Analyze personal health status to determine needs ● Distinguish between safe, risky or harmful behaviors in fitness routines, weight training etc... ● Apply and assess strategies to improve or maintain personal, family and community health by examining influences of dance for establishing a healthy lifestyle ● Use and evaluate safety techniques to avoid and reduce injury ● Evaluate and apply appropriate stress management strategies through dance, fitness and mindfulness ● Demonstrate various strategies when making goal setting decisions to enhance health 	
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Unit 2 -	Duration
<p>Summary: Nutrition & Wellbeing</p> <p>To promote positive health strategies, because a healthy mind and body are key to performance and our overall well being.</p>	MP 2

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Nutritious and appealing foods and beverages. • Consistent and accurate messages about good nutrition. • Consistent and accurate messages about different body types and body images • Ways to learn about and practice healthy eating • Consideration of daily planning, meal prepping and mindfulness • Ways to integrate mindfulness into established daily habits • Ways to “unplug” from social media and become more active or mindful 	<ul style="list-style-type: none"> • How do we balance a life of healthy physical activity with healthy nutritional choices? • What is the difference between a diet and a nutrition plan? • What is the difference between weight loss and muscle building? • What actually fuels our bodies? • How is it that no two bodies are alike? • What is the best health, nutrient and wellbeing program to follow through the different stages of life? • Do men and women need to follow separate plans for physical, mental and nutritional health?

NJSLS for Unit
<p>Anchor Standard 1: Generating and conceptualizing ideas</p> <p>Proficient</p> <ul style="list-style-type: none"> • 1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • 1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works. <p>Accomplished</p>

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- 1.1.12acc.Cr1a: Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
- 1.1.12acc.Cr1b: Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.

Advanced

- 1.1.12adv.Cr1a: Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent.

Anchor Standard 2: Organizing and developing ideas

Proficient

- 1.1.12prof.Cr2a: Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
- 1.1.12prof.Cr2b: Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

Accomplished

- 1.1.12acc.Cr2a: Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
- 1.1.12acc.Cr2b: Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.

Anchor Standard 3: Refining and completing products. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

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Proficient

- 1.1.12prof.Cr3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.
- 1.1.12prof.Cr3b: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).

Accomplished

- 1.1.12acc.Cr3a: Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
- 1.1.12acc.Cr3b: Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies).

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Proficient

- 1.1.12prof.Pr4a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.
- 1.1.12prof.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. New Jersey Department of Education June 2020 32
- 1.1.12prof.Pr4c: Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).

Accomplished

- 1.1.12acc.Pr4a: Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.

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- 1.1.12acc.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
- 1.1.12acc.Pr4c: Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Proficient

- 1.1.12prof.Pr5a: Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.
- 1.1.12prof.Pr5b: Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.
- 1.1.12prof.Pr5c: Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.
- 1.1.12prof.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).
- 1.1.12prof.Pr5e: Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

Accomplished

- 1.1.12acc.Pr5a: Research healthful strategies essential for dancers and modify personal practice based on findings.
- 1.1.12acc.Pr5b: Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.

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- 1.1.12acc.Pr5c: Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.
- 1.1.12acc.Pr5d: Develop personal conditioning practices, using different body conditioning techniques that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.
- 1.1.12acc.Pr5e: Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.

Advanced

- 1.1.12adv.Pr5a: Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life.
- 1.1.12adv.Pr5b: Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements.
- 1.1.12adv.Pr5d: Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.

Anchor Standard 7: Perceiving and analyzing products.

Proficient

- 1.1.12prof.Re7a: Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
- 1.1.12prof.Re7b: Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.

Anchor Standard 9: Applying criteria to evaluate products

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Proficient

* 1.1.12prof.Re9a: Analyze 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.

Accomplished

1.1.12acc.Re9a: Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. Advanced

1.1.12adv.Re9a: Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to formulate artistic expression.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Proficient

*1.1.12prof.Cn11a: Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.

Accomplished

*1.1.12acc.Cn11a: Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate.

Reading Informational Text

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

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RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Writing: Text Types and Purposes

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Writing: Production and Distribution of Work

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing: Research to Build and Present Knowledge

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing: Range of Writing

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

NJSLS Physical Education

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- B. Nutrition- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
- 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
- 2.5-Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- A. Movement Skills and Concepts- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

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- 2.5.12.A.1 Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
- 2.5.12.A.2 Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).
- 2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
- B. Strategy- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork..
- 2.5.12.B.2 Apply a variety of mental strategies to improve performance.
- 2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
- C. Sportsmanship, Rules, and Safety- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- 2.5.12.C.3 Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.
- 2.6-Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
- A. Fitness and Physical Activity- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.
- 2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.
- 2.6.12.A.3 Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

Student Learning Outcomes	Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)	Suggested Materials & Resources
<ul style="list-style-type: none"> ● Learn about lifestyle exercise and how to develop a lifestyle compatible workout plan. ● Learn how to create a daily meal plan using SuperTracker's Food Tracker feature. 	<p>Performance Expectations: Formative assessments may include observation, peer critique, and minor assignments listed below. Summative assessment may include larger projects (below). Benchmark assessment: quarterly exam or other end of marking period assessment of content. Alternative assessments will be used as appropriate. <i>Suggested activities are listed but not limited to:</i></p>	<ul style="list-style-type: none"> ● The class can be conducted on the stage; no need to travel to the Middletown Arts Center. ● Materials to include but not limited to: Yoga Mats, Yoga Blocks,

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<ul style="list-style-type: none"> ● Successfully make over a favorite recipe to be more healthy, tasty, and affordable. Learn how to communicate goals, procedures and outcomes to an audience. ● Learn about calories, what they measure and why they are important. Learn that calorie balance is an equation of calories eaten vs. calories burned through activities. ● Learn about the MyPlate food groups, how to calculate daily calories and the importance of eating a variety of foods daily. ● Learn how ingredients and preparation can affect nutrition quality and calories. ● Learn how ingredients and preparation can affect nutrition quality and calories. ● Learn how to calculate calories in a favorite meal and identify activities to burn them off. ● Learn how to shop for healthy foods on a budget, including checking food labels in the grocery aisles. ● Learn what amount and what types of physical activity are important for teen health. 	<ul style="list-style-type: none"> ● Use physical activity as a means of creative expression ● Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships ● Assess and adjust activities to maintain or improve personal level of health-related fitness ● Use physiological data to adjust levels of exercise and nutrient intake to promote wellness ● Use the results of fitness assessments to guide changes in her or his personal programs of physical activity ● Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles ● Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level: ● Genres of Dance & Fitness Activities including not limited to: <ul style="list-style-type: none"> ○ Dance Aerobic Fitness ○ Floor ○ Barre' ○ Yoga ○ Zumba ○ Jazz Exercise ○ Pilates ○ Resistance Training ○ Hip Hop ○ Street Jazz ○ Contemporary 	<p>Resistance Bands, Light Hand Weights (1,3,5 lbs)</p> <ul style="list-style-type: none"> ● 2nd semester continued active engagement in bodily kinesthetic training integrated with lifestyle evaluations ● Nutritional Guidance & Activities outlined in: <i>The United States Department of Agriculture- Food & Nutrition Service Curriculum</i>
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	<ul style="list-style-type: none">○ Functional Fitness○ Weights○ Boot Camp○ Circuit Training <ul style="list-style-type: none">● Guidelines for nutritional planning; exploring healthy personal habits including but not limited to:<ul style="list-style-type: none">○ Meal plans○ Nutritional plans○ Hydration plans○ Food Prep○ Recipe searches and personal creations	
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Modifications (ML, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ML

- Use visuals
- Introduce key vocabulary before lesson
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or e-books
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / anchor charts

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Provide anchor charts with high frequency words and phonemic patterns