

Verona Public School District Curriculum Overview

6-8: Dance



Curriculum Committee Members:

Supervisor:

Dr. Charles R. Miller

Curriculum Developed:

Summer 2020

Fall 2020

Board Approval Date:

October 13, 2020

November 24, 2020

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Dance is an expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual, and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities. Studying dance enables students to develop ways to analyze, critique and interpret a piece of choreography or work of art. Using literary skills to articulate their thoughts. Dance enables students to deepen their understanding of themselves and personal experiences and its connection to society, culture and history. Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Computer Science	8.2: Design Thinking
Computing Systems (CS) Networks and the Internet (NI) x Impacts of Computing (IC) Data & Analysis (DA) Algorithms & Programming (AP)	Engineering Design (ED) x Interaction of Technology and Humans (ITH) Nature of Technology (NT) Effects of Technology on the Natural World (ETW) Ethics and Culture (EC)
Computer Science and Design Thinking Practices	
1. Fostering an Inclusive Computing and Design Culture x 2. Collaborating Around Computing and Design 3. Recognizing and Defining Computational Problems 4. Developing and Using Abstractions 5. Creating Computational Artifacts 6. Testing and Refining Computational Artifacts 7. Communicating About Computing and Design	

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is infusion and integration throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Readiness, Life Literacies, and Key Skills Practices: <i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CLKS6 Model integrity, ethical leadership, and effective management. x CLKS7 Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CLKS2 Attend to financial well-being. x CLKS4 Demonstrate creativity and innovation. x CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. x CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	x CLKS1 Act as a responsible and contributing community member and employee. CLKS6 Model integrity, ethical leadership, and effective management.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	CLKS6 Model integrity, ethical leadership, and effective management. x CLKS9 Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	x CLKS3 Consider the environmental, social, and economic impact of decisions. x CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKS6 Model integrity, ethical leadership, and effective management.

Course Materials	
Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
n/a	- Gravity Wheelchair Dance https://www.youtube.com/watch?v=v_JiNAK9dY8 https://www.youtube.com/watch?v=s_hgprdySgg https://artsedge.kennedy-center.org/educators.aspxhttp://www.abt.org/www.pbskids.org 70th Annual Tony Awards “Shuffle Along” https://www.youtube.com/watch?v=jMUgUc8vqAA - Dancing for Social Justice: https://www.youtube.com/watch?v=klFEtZJwXz4

Unit Title / Topic: Creating	Unit Duration: 10 weeks (2 days/week)
Stage 1: Desired Results	
Established Goals: NJSLS- Visual and Performing Arts: 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.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).	
Interdisciplinary Companion Standards (NJSLS): - SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. - RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. - RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	
Technology Integration (NJSLS 8): 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system. - Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:	

- Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
- Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
- Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
- Evaluate and select technological tools that can be used to collaborate on a project.

21st Century Skills Integration (NJSLS 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

Meaning

Students will understand:

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.
- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Questions:

- Where do choreographers get ideas for dances?
- What influences choice-making in creating choreography?
- How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Acquisition of Knowledge & Skills

Students will be able to:

- Create and perform phrases using choreographic devices (e.g., ABA, rondo, retrograde, canon, etc.)
- Differentiate and perform dance movements that are simultaneous, successive or sequential.
- Demonstrate the effort factors of bound and free flow for expressive purposes in original and choreographed phrases.
- Students will identify ideas for choreography generated from a variety of stimuli.
- Students will explore a given movement problem.

Stage 2: Acceptable Evidence

Transfer Task

- Formative – Visual assessments, on-going skill assessments, discussion questions, and quizzes
- Authentic/Benchmark - Mid-cycle authentic choreography performance on standards taught thus far
- Summative – Multiple standards assessed using a rubric through a dance performance
- Alternate Assessments - See Appendix A for other assessments.

Stage 3: Activities

- Teacher guided instruction of dance technique
- Student guided corrections and assessments
- Writing samples (Journals, reports, resume/bio etc.)
- Classroom collaborative project (Student created choreography)
- Understand and explain the difference between simple dance forms (AB, ABA, Theme and Variation, Narrative)
- Choreograph a short composition whose overall organization follows an AB form and ABA form
- Choreograph a study using the narrative dance form
- Create a thematic movement phrase and at least two variations on that phrase
- Explore the choreographic forms of canon and call and response
- Use canon and call and response in crafting dance studies/compositions
- Generate movement ideas from a variety of sources.
- Explore movement as part of the creative process.
- Create solo and group studies and compositions.
- Disability: “Do you have to be able bodied to be a dancer? Students will discuss their thoughts. Students will then watch a YouTube video entitled “Gravity Wheelchair Dance” a duet between an able bodied woman and disabled man dancing in a wheelchair. After the video class will have another open discussion about the video. Student will then break off into small groups to create a short dance with a task of restricting the use of a body part. Final discussion on how they feel creating their dance.

Reference Materials

Informational Text/Non-Fiction (K-8, include F&P level if known)

Literature/Fiction

● Gravity Wheelchair Dance ● https://www.youtube.com/watch?v=v_JiNAK9dY8	● n/a
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Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Prepare and distribute advance notes ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments	● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual support ● Reinforce on-task behavior ● Partnering/Grouping of students ● Re-teaching and review ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.	● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Adjusting timeline and product requirements

• When showing video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. • Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds • Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. • Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) Additional Resources: • 20 strategies to Support EAL Children • What English Language Learners Wish Teachers Knew - Education Week • A Starting Point: Tips and resources for working with ESL newcomers		
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Unit Title / Topic: Performing Unit	Unit Duration: 10 weeks (2 days/week)
Stage 1: Desired Results	
Established Goals: NJSLS- Visual and Performing Arts: 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.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 areas. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer; apply corrections and document the 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.	

Interdisciplinary Companion Standards (NJSLS):

- SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Technology Integration (NJSLS 8):

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
- Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:
 - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
 - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
 - Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
 - Evaluate and select technological tools that can be used to collaborate on a project.

21st Century Skills Integration (NJSLS 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

Meaning**Students will understand:**

- Space, time and energy are basic elements of dance.

Essential Questions:

- How do dancers work with space, time and energy to communicate artistic expression?

• The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. • Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.	• How is the body used as an instrument for technical and artistic expression? • How does a dancer heighten artistry in a public performance?
Acquisition of Knowledge & Skills	
Students will be able to: • Utilize space, time, and energy to communicate artistic expression. • Understand and demonstrate performance qualities. • Develop and demonstrate artistic expression through movements and choreography.	
Stage 2: Acceptable Evidence	
Transfer Task • Formative – Visual assessments, on-going skill assessments, discussion questions, and quizzes • Authentic/Benchmark - Mid-cycle Choreography Performance on standards taught thus far • Summative – Students will demonstrate competency in multiple standards assessed using a rubric through a dance performance • Alternate Assessments - See Appendix A for other assessments.	
Stage 3: Activities	
• Teacher guided instruction of dance technique • Student guided corrections and assessments writing and vocabulary • Critical thinking activities • Improvisation activities • Memorize and perform folk/traditional dances with set patterns or sequences • Memorize and perform folk/traditional/social dance step patterns in an improvised sequence • Identify dances which consist of set sequences (most folk/traditional dances) and dances whose sequences can be improvised (square dance, social dances) • Learn and differentiate between step vocabularies from different areas of the world	

- Use the phrasing in the musical accompaniment to cue the sequence of movements and movement pattern
- Identify and use strategies to memorize patterns and sequences (i.e., follow musical phrasing)
- Perform original movement studies and dance compositions (their own and those of others) in informal and formal performance settings.
- Revise and refine one's own works to improve artistic integrity and clarify artistic intent.

Reference Materials

Informational Text/Non-Fiction (K-8, include F&P level if known)	Literature/Fiction
• Dancing for social justice: • https://www.youtube.com/watch?v=s_hgprdySqq	• n/a

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
• Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) • Prepare and distribute advance notes • Provide additional time to complete assessments and assignments • Model and use gestures to aid in understanding • Model tasks by giving one or two examples before releasing students to work independently • Present instructions both verbally and visually • Simplify written and verbal instructions	• Break down assignments with oral directions, written directions, and visuals. • Provide frequent reminders to stay on task. • Follow individual IEP plans for specific modifications. • Use colors to differentiate while teaching • List steps or guidelines to clarify expected outcome • Provide visual support • Reinforce on-task behavior • Partnering/Grouping of students	• Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation • Provide student the opportunity to demonstrate for the class • Create additional projects in a different medium • Individual presentations • Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. • Essential Question: Students will be encouraged to craft their own essential questions for the text.

● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● When showing video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) Additional Resources: ● 20 strategies to Support EAL Children ● What English Language Learners Wish Teachers Knew - Education Week ● A Starting Point: Tips and resources for working with ESL newcomers	● Re-teaching and review ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.	● Substituting group or individual activities ● Adjusting timeline and product requirements
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Unit Title / Topic: Responding Unit	Unit Duration: 10 weeks (2 days/week)
Stage 1: Desired Results	
Established Goals:	
NJSLS- Visual and Performing Arts:	
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. 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.	
Interdisciplinary Companion Standards (NJSLS):	
- SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. - RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. - RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	
Technology Integration (NJSLS 8):	
8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system. - Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students: - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities. - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.	

- Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
- Evaluate and select technological tools that can be used to collaborate on a project.

21st Century Skills Integration (NJSLS 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

Meaning

Students will understand:

- Dance is perceived and analyzed to comprehend its meaning.
- Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
- Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Questions:

- How is a dance understood?
- How is dance interpreted?
- What criteria are used to evaluate dance?

Acquisition of Knowledge & Skills

Students will be able to:

- Use genre specific terminology and elements of dance to describe and analyze the artist intent of a performance
- Develop personal responses on interpreting dance performances based on the use of movement, artistic expression, context clues
- Develop criteria to effectively evaluate a dance based on genre, technique, culture, context and performance qualities.

Stage 2: Acceptable Evidence

Transfer Task

- Formative – Visual assessments, on-going skill assessments, discussion questions, and quizzes

- Authentic/Benchmark - Mid-cycle Choreography/Improvisation Performance on standards taught thus far
- Summative – Multiple standards assessed using a rubric through a dance performance
- Alternate Assessments - See Appendix A for other assessments.

Stage 3: Activities

- Teacher guided instruction of dance technique
- Peer critiques
- Writing and vocabulary
- Improvisation activities
- Critical thinking activities
- Solve given movement problems in a variety of ways.
- Development movement ideas into phrases and studies through the application of compositional tools.
- Select, organize and structure movements and movement phrases into coherent dance compositions using selected choreographic forms and structures.
- Work independently and collaboratively in creating dance studies and compositions.
- Expand their range of movement vocabulary.
- Critically evaluate their own and others' dance works.
- Apply the organizational and creative skills learned in class to other disciplines
- Observe and recognize simple dance forms in professional works
- Amistad: Discuss the historical impact of the Alvin Ailey American Dance Theater on the modern dance community and their appointment as the cultural arts ambassadors of the U.S. Students will then watch an excerpt of Ailey's most famous work "Revelations". Students will later write a critique paper on the performance using the proper criteria and structure.

Reference Materials

Informational Text/Non-Fiction (K-8, include F&P level if known)	Literature/Fiction
• Alvin Ailey "Revelations" • https://www.youtube.com/watch?v=RrPJ4kt3a64	• n/a

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Prepare and distribute advance notes ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● When showing video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds	● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Partnering/Grouping of students ● Re-teaching and review ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.	● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Adjusting timeline and product requirements

● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) Additional Resources: ● 20 strategies to Support EAL Children ● What English Language Learners Wish Teachers Knew - Education Week ● A Starting Point: Tips and resources for working with ESL newcomers		
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Unit Title / Topic: Connecting Unit	Unit Duration: 10 weeks (2 days/week)
Stage 1: Desired Results	
Established Goals:	
NJSLS- Visual and Performing Arts:	
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.	
Interdisciplinary Companion Standards (NJSLS):	
- SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. - RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. - RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	
Technology Integration (NJSLS 8):	
8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system. - Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students: - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities. - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness. - Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders. - Evaluate and select technological tools that can be used to collaborate on a project.	

21st Century Skills Integration (NJSLS 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

Meaning**Students will understand:**

- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Questions:

- How does dance deepen our understanding of ourselves, other knowledge and events around us?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Acquisition of Knowledge & Skills**Students will be able to:**

- Students will analyze perspectives about societal, cultural, historical, and community contexts.
- Students will explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context.
- Students will generate observational and emotional responses to diverse works of dance.
- Students will use choreography to make real world connections with emotional responses.

Stage 2: Acceptable Evidence**Transfer Task**

- Formative – Visual assessments, on-going skill assessments, discussion questions, and quizzes
- Authentic/Benchmark - Mid-cycle Choreography/Improvisation Performance on standards taught thus far
- Summative – Multiple standards assessed using a rubric through a dance performance

- Alternate Assessments - See Appendix A for other assessments.

Stage 3: Activities

- Teacher guided instruction of dance technique
- Peer critiques
- Writing and vocabulary
- Improvisation activities
- Critical thinking activities
- Document a classroom dance class, performance or performance piece using a digital camcorder, and prepare it for podcast through selected computer applications.
- Create a web page to market the service of a choreographer or to promote the talents of a dancer or to market a dance studio.
- Create a dance animation short film.
- Produce a still image dance montage PSA (Public Service Announcement).
- Using established criteria provided, assess the aesthetic quality of produced documented historical dance.
- LGBT: Teacher will give insight to the “Don’t ask, Don’t tell” policy established in 1994 and later repealed in 2011. Students will watch a Youtube video of former President Barack Obama signing the historic repeal and it’s impact on LGBT serving in the military. Students will then have an open discussion on the policy, repeal and the inclusion of people with differences.
- Holocaust: Students will then pick one of two colors from a bag separate into the two groups based on matching colors. Teacher will then praise and reward one color group just because of the color while the other group is excluded and talked negatively about. Afterwards, class discussion on how did that feel to be excluded simply because of color or differences. Teacher will discuss the various reasons people are discriminated against based on differences such as (ethnicity, political groups, religion, and gender).

Reference Materials

Informational Text/Non-Fiction (K-8, include F&P level if known)	Literature/Fiction
• Dont Ask Don’t Tell LGBT video • https://www.youtube.com/watch?v=zhdvGG05rqM	• n/a

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Prepare and distribute advance notes ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds	● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Partnering/Grouping of students ● Re-teaching and review ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.	● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Adjusting timeline and product requirements

● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) Additional Resources: ● 20 strategies to Support EAL Children ● What English Language Learners Wish Teachers Knew - Education Week ● A Starting Point: Tips and resources for working with ESL newcomers		
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