

Dance

Grades 3-5

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Superintendent of Schools:
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Approved by the Midland Park Board of Education on
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Born on **August 22, 2022**

Dance

Course Description:

As an art, dance is a way of expression, communication and serves as a window into different cultures. At every level students will learn how to dance with joy, passion, and a respect for the steps and the technique. Students in grades 3-5 will explore the diversity of the dance world through learning various dance styles, techniques, and genres while focusing on the following; movement sequences both improvised and choreographed, using props or artwork to convey meaning, and conditioning one's body and mind to achieve appropriate kinesthetic principles aligned with dance.

Course Sequence:

Unit 1: Creating (3 weeks)

Unit 2: Performing (3 weeks)

Unit 3: Responding (2 weeks)

Unit 4: Connecting (1 week)

Pre-requisite: K-2 Dance Unit

| UNIT #1 | |
|---|---|
| Overview | |
| Content Area: Dance | |
| Unit Title: Creating | |
| Grade Level: 3-5 | |
| Core Ideas: In this unit, students will generate and conceptualize ideas. They will organize and develop these ideas. And they will refine and create a finished product. This will be done through the utilization of learned elements of dance to communicate emotion and ideas non-verbally. | |
| Standards | |
| Standards: (Content and Technology): | |
| CPI#: | Statement: |
| Performance Expectations (NJSL) | |
| 1.1.5.Cr1a | Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content. |
| 1.1.5.Cr1b | Solve multiple movement problems using the elements of dance to develop dance content. |
| 1.1.5.Cr2a | Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices. |
| 1.1.5.Cr2b | Develop a dance study by selecting specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally. |
| 1.1.5.Cr3a | Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions. |
| 1.1.5.Cr3b | Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc. |
| Career Readiness, Life Literacies, and Key Skills | |
| 9.1.5.CR.1 | Compare various ways to give back and relate them to your strengths, interests, and other personal factors. |
| 9.2.5.CAP.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. |
| Technology Literacy (9.4)/ Computer Science and Design Thinking | |
| 8.1.5.IC.2 | Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. |
| Interdisciplinary Connection (must include Companion Standard(s) R and W) | |
| NJLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| Intercultural Statements (Amistad, Holocaust, LGBT, SEL, etc...) | |
| Amistad/LGBTQ: Alvin Ailey was an American dancer, director, choreographer, and activist who founded the Alvin Ailey American Dance Theater. He created AAADT and its affiliated Ailey School as havens for nurturing Black artists and expressing the universality of the African-American experience through dance. A gay man, his work fused theater, modern dance, ballet, and jazz with Black vernacular, creating hope-fueled choreography that continues to spread global awareness of Black life in America. | |
| Unit Essential Question(s): <ul style="list-style-type: none"> ● 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? ● What was Alvin Ailey's contribution to the world of dance? | Unit Enduring Understandings: <ul style="list-style-type: none"> ● 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. ● There are several people in history who were pioneers in the dance world. |
| Evidence of Learning | |

Formative Assessments: Teacher observation, student feedback. Evaluate informal in-class performances using observation, discussions, drawings and videos.

Summative/Benchmark Assessment(s): Culminating dance that will check for performance indicators.

Alternative Assessments: Collaborative work, individual assessment, project/research paper.

Resources/Materials:

- Elements of Dance Video:
<https://www.youtube.com/watch?v=UGuD9Geeb2k>
- Dancemaker App:
<https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8>
- List of dance styles and descriptive words:
<http://www.dancesteps.com.au/styles/index.php>
- Contemporary Dance Vocabulary:
<https://www.contemporary-dance.org/dance-terms.html>
- TED Talk: Why Do We Dance?
https://www.ted.com/talks/camille_a_brown_a_visual_history_of_social_dance_in_25_moves

Key Vocabulary:

- Choreography
- Alvin Ailey

Suggested Pacing Guide

| Lesson Name/Topic | Student Learning Objective(s) | Suggested Tasks/Activities: | Day(s) to Complete |
|------------------------|--|--|--------------------|
| Dance Content | Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Multiple Movement | Solve multiple movement problems using the elements of dance to develop dance content. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Movement Possibilities | Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Movement Vocabulary | Develop a dance study by selecting specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Self Reflection | Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| The Dance Experience | Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |

Teacher Notes:

Additional Resources:

- Research paper topics/video Q&A assignments for medically excused students.
- Modified assignments for students with disabilities.
- Extended assignments for students who display a passion for the topic of dance.

Differentiation/Modification Strategies

| Students with Disabilities | English Language Learners | Gifted and Talented Students | Students at Risk | 504 Students |
|---|--|---|--|--|
| <p>Consult student IEP</p> <p>Allow errors</p> <p>Rephrase questions, directions and explanations</p> <p>Allow extended time to answer questions and allow drawing as an explanation</p> <p>Accept participation at any level, even one word</p> <p>Consult with Case Managers.</p> <p>Follow accommodations and modifications on IEP plans</p> | <p>Consult student ELL Plan</p> <p>Assign a buddy, same language or English speaking</p> <p>Allow errors in speaking</p> <p>Rephrase questions, directions and explanations</p> <p>Allow extended time to answer questions, and allow drawing as an explanation</p> <p>Accept participation at any level</p> | <p>Consult with G and T teacher</p> <p>Provide extension activities</p> <p>Peer leaders</p> | <p>Consult with I&RS as needed</p> <p>Provide extended time to complete tasks</p> <p>Consult with guidance counselor and follow I&RS action plan</p> <p>Consult with classroom teacher for specific behavior interventions</p> | <p>Consult 504 Plan</p> <p>Allow errors</p> <p>Rephrase questions, directions and explanations</p> <p>Allow extended time to answer questions and allow drawing as an explanation</p> <p>Accept participation at any level, even one word</p> <p>Consult with Case Managers</p> <p>Follow accommodations and modifications</p> |

| UNIT #2 | |
|---|--|
| Overview | |
| Content Area: Dance | |
| Unit Title: Performing | |
| Grade Level: 3-5 | |
| Core Ideas: In this unit, students will select, analyze, and interpret work. They will develop and refine techniques and steps needed to create products. Students will work to convey meaning through art. | |
| Standards | |
| Standards: (Content and Technology): | |
| CPI#: | Statement: |
| Performance Expectations (NJSLs) | |
| 1.1.5.Pr4a | Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far). |
| 1.1.5.Pr4b | Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes. |
| 1.1.5.Pr4c | Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.) |
| 1.1.5.Pr5a | Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer. |
| 1.1.5.Pr5b | Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement. |
| 1.1.5.Pr5c | Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. |
| 1.1.5.Pr5d | Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core). |
| 1.1.5.Pr5e | Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints. |
| 1.1.5.Pr6a | Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill. |
| 1.1.5.Pr6b | Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail. |
| 1.1.5.Pr6c | Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage). |
| 1.1.5.Pr6d | Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances. |
| Career Readiness, Life Literacies, and Key Skills | |
| 9.4.5.CI.4 | Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6). |
| 9.2.5.CAP.3 | Identify qualifications needed to pursue traditional and non-traditional careers and occupations. |
| Technology Literacy (9.4)/ Computer Science and Design Thinking | |
| 8.2.5.NT.2 | Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies. |
| Interdisciplinary Connection (must include Companion Standard(s) R and W) | |
| NJLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| Intercultural Statements (Amistad, Holocaust, LGBT, SEL, etc...) | |
| SEL: Dance is one of many ways that a person can express themselves. Through this unit, students are asked to plan and perform movement sequences. They are also asked in Standard 1.1.5.Pr5a to “Apply healthful strategies (e.g., nutrition, | |

injury prevention, emotional health, overall functioning) essential for the dancer” which focuses on their bodies and minds in an effort to maintain overall wellness.

Unit Essential Question(s):

- How do dancers work with space, time and energy to communicate artistic expression?
- How is the body used as an instrument for technical and artistic expression?
- What must a dancer do to prepare the mind and body for artistic expression?
- How does a dancer heighten artistry in a public performance?
- What is the relationship between Social Emotional Learning and Dance?

Unit Enduring Understandings:

- 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.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.
- Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.
- Dance is a means of expression for dancers and can be a healthy way to release emotion.

Evidence of Learning

Formative Assessments: Teacher observation, student feedback. Evaluate informal in-class performances using observation, discussions, drawings and videos.

Summative/Benchmark Assessment(s): Culminating dance that will check for performance indicators.

Alternative Assessments: Collaborative work, individual assessment, project/research paper.

Resources/Materials:

- Elements of Dance Video:
<https://www.youtube.com/watch?v=UGuD9Geeb2k>
- Dancemaker App:
<https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8>
- List of dance styles and descriptive words:
<http://www.dancesteps.com.au/styles/index.php>
- Contemporary Dance Vocabulary:
<https://www.contemporary-dance.org/dance-terms.html>
- TED Talk: Why Do We Dance?
https://www.ted.com/talks/camille_a_brown_a_visual_history_of_social_dance_in_25_moves

Key Vocabulary:

- SEL
- Kinesthetic principles
- Ligaments
- Tendons
- Flexion
- Extension

Suggested Pacing Guide

| Lesson Name/Topic | Student Learning Objective(s) | Suggested Tasks/Activities: | Day(s) to Complete |
|------------------------|--|--|--------------------|
| Performing with Others | Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far). | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Adjusting to Change | Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |

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| Sequence and Combination | Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.) | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Focusing on Health | Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Body Organization | Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Flexibility, Strength, Endurance | Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core). | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Codified Movements | Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Visualization | Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Rehearsal | Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |

Additional Resources:

- Research paper topics/video Q&A assignments for medically excused students
- Modified assignments for students with disabilities
- Extended assignments for students who display a passion for the topic of dance

Differentiation/Modification Strategies

| Students with Disabilities | English Language Learners | Gifted and Talented Students | Students at Risk | 504 Students |
|---|---|--|---|--|
| Consult student IEP Allow errors Rephrase questions, directions and explanations Allow extended time to answer questions and allow drawing as an explanation | Consult student ELL Plan Assign a buddy, same language or English speaking Allow errors in speaking | Consult with G and T teacher Provide extension activities Peer leaders | Consult with I&RS as needed Provide extended time to complete tasks Consult with guidance counselor and follow I&RS action plan | Consult 504 Plan Allow errors Rephrase questions, directions and explanations Allow extended time to answer questions and allow drawing as an explanation |

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| <p>Accept participation at any level, even one word</p> <p>Consult with Case Managers.</p> <p>Follow accommodations and modifications on IEP plans</p> | <p>Rephrase questions, directions and explanations</p> <p>Allow extended time to answer questions, and allow drawing as an explanation</p> <p>Accept participation at any level</p> | | <p>Consult with classroom teacher for specific behavior interventions</p> | <p>Accept participation at any level, even one word</p> <p>Consult with Case Managers</p> <p>Follow accommodations and modifications</p> |
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UNIT #3**Overview****Content Area:** Dance**Unit Title:** Responding**Grade Level:** 3-5**Core Ideas:** In this unit, students will perceive and analyze products. They will interpret intent and meaning. And they will apply specific criteria to evaluate products.**Standards****Standards:** (Content and Technology):**CPI#:****Statement:****Performance Expectations (NJSLs)****1.1.5.Re7a**

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

1.1.5.Re7b

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

1.1.5.Re8a

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

1.1.5.Re9a

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

Career Readiness, Life Literacies, and Key Skills**9.1.5.PB.2:**

Describe choices consumers have with money (e.g., save, spend, donate).

9.2.5.CAP.2

Identify how you might like to earn an income.

Technology Literacy (9.4)/ Computer Science and Design Thinking**8.2.5.ED.2**

Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connection (must include Companion Standard(s) R and W)**NJLSA.R7**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL, etc...)**Amistad:** Stepping is a complex synchronized dancelike performance that blends African folk tradition with popular culture. Stepping involves clapping, body slapping, vocalizations, and dramatic movements. Stepping was developed by African American fraternities and sororities in the mid-20th century.**Unit Essential Question(s):**

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

Unit Enduring Understandings:

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

Evidence of Learning**Formative Assessments:** Teacher observation, student feedback. Evaluate informal in-class performances using observation, discussions, drawings and videos.**Summative/Benchmark Assessment(s):** Culminating dance that will check for performance indicators.**Alternative Assessments:** Collaborative work, individual assessment, project/research paper.**Resources/Materials:**

- Elements of Dance Video:
<https://www.youtube.com/watch?v=UGuD9Geeb2k>
- Dancemaker App:
<https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8>
- List of dance styles and descriptive words:
<http://www.dancesteps.com.au/styles/index.php>

Key Vocabulary:

- Genres
- Criteria
- Stepping

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| <ul style="list-style-type: none"> Contemporary Dance Vocabulary: https://www.contemporary-dance.org/dance-terms.html TED Talk: Why Do We Dance? https://www.ted.com/talks/camille_a_brown_a_visual_history_of_social_dance_in_25_moves | |
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Suggested Pacing Guide

| Lesson Name/Topic | Student Learning Objective(s) | Suggested Tasks/Activities: | Day(s) to Complete |
|----------------------|---|--|--------------------|
| Meaning of Dance | Describe recurring patterns of movement and their relationships to the meaning of the dance. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Comparing Genres | Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Interpreting Meaning | Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Dance Communication | Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss, and compare characteristics that make a dance communicate effectively. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |

Teacher Notes:

Additional Resources:

- Research paper topics/video Q&A assignments for medically excused students
- Modified assignments for students with disabilities
- Extended assignments for students who display a passion for the topic of dance

Differentiation/Modification Strategies

| Students with Disabilities | English Language Learners | Gifted and Talented Students | Students at Risk | 505 Students |
|---|--|--|---|--|
| Consult student IEP Allow errors Rephrase questions, directions and explanations Allow extended time to answer questions and allow drawing as an explanation | Consult student ELL Plan Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions and explanations | Consult with G and T teacher Provide extension activities Peer leaders | Consult with I&RS as needed Provide extended time to complete tasks Consult with guidance counselor and follow I&RS action plan Consult with classroom teacher for specific behavior interventions | Consult 504 Plan Allow errors Rephrase questions, directions and explanations Allow extended time to answer questions and allow drawing as an explanation |

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|--|--|--|--|--|
| <p>Accept participation at any level, even one word</p> <p>Consult with Case Managers.</p> <p>Follow accommodations and modifications on IEP plans</p> | <p>Allow extended time to answer questions, and allow drawing as an explanation</p> <p>Accept participation at any level</p> | | | <p>Accept participation at any level, even one word</p> <p>Consult with Case Managers</p> <p>Follow accommodations and modifications</p> |
|--|--|--|--|--|

| UNIT #4 | |
|--|---|
| Overview | |
| Content Area: Dance | |
| Unit Title: Connecting | |
| Grade Level: 3-5 | |
| Core Ideas: In this unit, students will synthesize and relate knowledge and personal experience to create products. They will be able to relate artistic ideas and works within societal, cultural, and historical contexts to deepen their understanding. | |
| Standards | |
| Standards: (Content and Technology): | |
| CPI#: | Statement: |
| Performance Expectations (NJSL) | |
| 1.1.5.Cn10a | Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences. |
| 1.1.5.Cn10b | Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses. |
| 1.1.5.Cn11a | Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. |
| Career Readiness, Life Literacies, and Key Skills | |
| 9.4.5.GCA.1 | Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). |
| 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. |
| Technology Literacy (9.4)/ Computer Science and Design Thinking | |
| 8.1.5.IC.2 | Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. |
| Interdisciplinary Connection (must include Companion Standard(s) R and W) | |
| NJLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| Intercultural Statements (Amistad, Holocaust, LGBT, SEL, etc...) | |
| Holocaust: In this unit, students are taught to investigate global issues through a variety of dance genres, styles, and cultural lenses. In looking at issues through different lenses, students are taught about their personal responsibility to fight racism and hatred. Looking at situations from different perspectives leads to tolerance and acceptance as dance can act as a unifying commonality that transcends cultural differences. | |
| Unit Essential Question(s): <ul style="list-style-type: none"> 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? How does the expanded dance literacy correlate with the Holocaust Law? | Unit Enduring Understandings: <ul style="list-style-type: none"> 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. Students will learn to look at things through the eyes of others, thus leading to the acceptance of different nationalities and races. |
| Evidence of Learning | |
| Formative Assessments: Teacher observation, student feedback. Evaluate informal in-class performances using observation, discussions, drawings and videos. | |
| Summative/Benchmark Assessment(s): Culminating dance that will check for performance indicators. | |
| Alternative Assessments: Collaborative work, individual assessment, project/research paper. | |
| Resources/Materials: <ul style="list-style-type: none"> Elements of Dance Video: https://www.youtube.com/watch?v=UGuD9Geeb2k | Key Vocabulary: <ul style="list-style-type: none"> Racism Holocaust Perspective Climate change |

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| <ul style="list-style-type: none"> ● Dancemaker App: https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8 ● List of dance styles and descriptive words: http://www.dancesteps.com.au/styles/index.php ● Contemporary Dance Vocabulary: https://www.contemporary-dance.org/dance-terms.html ● TED Talk: Why Do We Dance? https://www.ted.com/talks/camille_a_brown_a_visual_history_of_social_dance_in_25_moves | |
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Suggested Pacing Guide

| Lesson Name/Topic | Student Learning Objective(s) | Suggested Tasks/Activities: | Day(s) to Complete |
|-------------------|---|--|--------------------|
| Points of View | Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Cultural Lenses | Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |
| Origins | Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. | Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations. | 1 class |

Teacher Notes:

Additional Resources:

- Research paper topics/video Q&A assignments for medically excused students
- Modified assignments for students with disabilities
- Extended assignments for students who display a passion for the topic of dance

Differentiation/Modification Strategies

| Students with Disabilities | English Language Learners | Gifted and Talented Students | Students at Risk | 506 Students |
|---|--|--|---|--|
| Consult student IEP Allow errors Rephrase questions, directions and explanations Allow extended time to answer questions and allow drawing as an explanation Accept participation at any level, even one word | Consult student ELL Plan Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions and explanations | Consult with G and T teacher Provide extension activities Peer leaders | Consult with I&RS as needed Provide extended time to complete tasks Consult with guidance counselor and follow I&RS action plan Consult with classroom teacher for specific behavior interventions | Consult 504 Plan Allow errors Rephrase questions, directions and explanations Allow extended time to answer questions and allow drawing as an explanation Accept participation at any level, even one word |

Midland Park Public Schools

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| <p>Consult with Case Managers.</p> <p>Follow accommodations and modifications on IEP plans</p> | <p>Allow extended time to answer questions, and allow drawing as an explanation</p> <p>Accept participation at any level</p> | | | <p>Consult with Case Managers</p> <p>Follow accommodations and modifications</p> |
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