

Marking Period		Unit Title	Recommended Instructional Days
1		Marking Period 1	1 Marking Period
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit	
Creating Performing Responding	Standard #: Anchor Standard 2 Description: Organizing and developing ideas. Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products. Standard #: Anchor Standard 7 Description: Perceiving and analyzing products.		
Artistic Practice:	Performance Expectation/s:		
Creating Explore Plan Revise Performing Embody Execute Express	HS Proficient 1.1.12prof.Cr2 a. 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		
		Activity Description: Sample Dance I Lesson Plan for Marking Period 1 Class: Dance I, 40 minutes Suggested Activities: Warm-up Routine (10 minutes) <ul style="list-style-type: none"> ● Roll downs 	

<p>Present</p> <p>Responding Analyze Critique Interpret</p>	<p>artistic intent.</p> <p>b. 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.</p> <p>HS Proficient 1.1.12prof.Pr5</p> <p>a. Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.</p> <p>b. 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.</p> <p>c. Demonstrate body coordination while moving (e.g.,</p>	<ul style="list-style-type: none"> ● Plié ● Tendu ● Degage ● Rond de Jambe ● Cardio (Jumping Jacks, Burpees, Planks) ● Abdominals ● Stretching <p>Quartet Choreography Assignment Explanation (5 minutes)</p> <p>Each duet pair of students will be assigned another group to create quartets; this can be modified into either trios or quintets if there are an odd number of students. Each group will develop a new common theme that ties in the themes from their duets, utilize the movement they had developed within their duets, and develop new movement to choreograph quartets. The opening and ending shape must be the same and have all group members connected. The middle section can take place in any order the group chooses but must incorporate all listed elements, students are also now given freedom to add additional movement that was not in their prior duets that may help develop their new theme. They are also allowed to pick their own music and use their own timing for each section of the dance. The final quartet must be at least 90 seconds long.</p> <p>Connected Shape 10 Pathways 4 Axial movements 4 Still Shapes Connected Shape</p>
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	<p>elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.</p> <p>d. 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).</p> <p>e. 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> <p>HS Proficient 1.1.12prof.Re7 a. Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.</p>	<p>Group Choreography Work Time/Teacher Check-In (20 minutes) Quartets work on developing choreography, teacher observes for understanding and checks in with each group individually.</p> <p>Closure (5 minutes) Teacher instructs groups to video what they have created, make list of what they have covered so far in their piece and create a plan for what they need to accomplish in the next class.</p>
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	<p>b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.</p>	
Enduring Understanding/s:	Essential Question/s:	
<ol style="list-style-type: none"> 1. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. 2. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. 3. Dance is perceived and analyzed to comprehend its meaning. 	<ol style="list-style-type: none"> 1. What influences choice-making in creating choreography? 2. How is the body used as an instrument for technical and artistic expression? 3. How is a dance understood? 	

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
SEL/Create - (2) Organize and develop artistic ideas and work. SEL/Perform - (5) Develop & refine artistic techniques & work for presentation. SEL/Respond - (7) Perceive and analyze artistic work. SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.	SEL/Create CONSOLIDATED EU Artists organize and develop creative ideas by balancing what is known with what is new CONSOLIDATED EQ How do artists make creative decisions? SEL/Perform CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria. CONSOLIDATED EQ How do artists improve the quality of their presentation/performance?	

	<p>SEL/Respond CONSOLIDATED EU Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works</p> <p>CONSOLIDATED EQ How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p> <p>SEL/Connect CONSOLIDATED EU The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works.</p> <p>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</p>	
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Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> <ul style="list-style-type: none">● Peer and self feedback in critical response format		<u>Benchmarks:</u> <ul style="list-style-type: none">● Rubric evaluations● Tests/Quizzes <u>Summative Assessments:</u> <ul style="list-style-type: none">● Performances● In-studio showings	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press. Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i> . NY: Routledge. Freire, P. (1972). <i>Pedagogy of the oppressed</i> . New York: Herder and Herder. Fritha Pengelly M.F.A. (2010) <i>Anatomy for Dance: An Expanded Design</i> , Journal of Dance	<ul style="list-style-type: none">● Meet with the student’s special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.● Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task.● Provide access to modified materials as needed to improve accessibility (slant	<ul style="list-style-type: none">● Allow access to supplemental materials, including use of online bilingual dictionary.● Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.	<ul style="list-style-type: none">● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<p>Education,10:3, 77-82, DOI: 10.1080/15290824.2010.508696</p> <p>hooks,b., (1994). <i>Teaching to transgress: Education as the practice of freedom.</i></p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts.</i> https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Woodson, C. (2005). Beginning. Of, <i>The Mis-Education of the Negro</i> (1-87). Mineola, NY: Dover Publications Inc.</p>	<p>boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.</p>		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist. <p>Other:</p> <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Offer resources to students in a variety of ways to 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, 	<ul style="list-style-type: none"> Provide extended time to complete classwork and 	<ul style="list-style-type: none"> Offer pre-assessments to better understand

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<p>accommodate for multiple learning styles.</p> <ul style="list-style-type: none"> Engage all learners through implementation of various resources including visual, audio, and tactile materials. Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. 	<p>Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</p> <ul style="list-style-type: none"> Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. 	<p>assessments as needed. Assignments and rubrics may need to be modified.</p> <ul style="list-style-type: none"> Provide access to preferred seating, when requested. Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<p>students' strengths, and create an enhanced set of introductory activities accordingly.</p> <ul style="list-style-type: none"> Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. Propose interest-based extension activities and opportunities for extra credit.
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New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>
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Standard 9

12 Career Ready Practices

- ☒ CRP1. Act as a responsible and contributing citizen and employee.
- ☒ CRP2. Apply appropriate academic and technical skills.
- ☒ CRP3. Attend to personal health and financial well-being.
- ☒ CRP4. Communicate clearly and effectively and with reason.
- ☒ CRP5. Consider the environmental, social and economic impacts of decisions.
- ☒ CRP6. Demonstrate creativity and innovation.
- ☒ CRP7. Employ valid and reliable research strategies.
- ☒ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- ☒ CRP9. Model integrity, ethical leadership and effective management.
- ☒ CRP10. Plan education and career paths aligned to personal goals.
- ☒ CRP11. Use technology to enhance productivity.
- ☒ CRP12. Work productively in teams while using cultural global competence.

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

Content Area: 21st Century Life and Careers

Strand C: Career Preparation

Number:	Standard Statement:
9.2.12.C.1	Review career goals and determine steps necessary for attainment.
9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
9.2.12.C.3	Identify transferable career skills and design alternate career plans.
9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

9.3 CAREER & TECHNICAL EDUCATION (CTE)	
Content Area: Standard 9.3 Career and Technical Education	
Strand: Arts, A/V Technology & COmmunications Career Cluster	
Number:	Standard Statement:
9.3.12.AR-PRF.1	Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.12.AR-PRF.3	Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
9.3.12.AR-PRF.4	Demonstrate knowledge of music theory.
9.3.12.AR-PRF.5	Explain key issues affecting the creation of characters, acting skills and roles.
9.3.12.AR-PRF.6	Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
9.3.12.AR-PRF.7	Describe how technology and technical support enhance performing arts productions.
9.3.12.AR-PRF.8	Analyze all facets of stage and performing arts production management.

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