# Dance Grades 3-5

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Superintendent of Schools:

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#### 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: Da	ance				
Unit Title: Creati	ing				
Grade Level: 3-5					
Core Ideas: In thi	is unit, students will generate and conceptualize ideas. They will organize and develop these ideas. And				
they will refine an	nd create a finished product. This will be done through the utilization of learned elements of dance to				
communicate emo	ption and ideas non-verbally.				
	Standards				
Standards: (Cont	tent and Technology):				
CPI#:	Statement:				
Performance Exp	pectations (NJSLS)				
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.				
<b>Technology</b> Liter	racy (9.4)/ Computer Science and Design Thinking				
915103	Identify a social success to improve the associatility and userbility of computing technologies to address				

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*)

NJSLSA.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):	Unit Enduring Understandings:				
<ul> <li>Where do choreographers get ideas for dances?</li> <li>What influences choice-making in creating choreography?</li> <li>How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?</li> <li>What was Alvin Ailey's contribution to the world of dance?</li> </ul>	<ul> <li>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</li> <li>The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.</li> <li>Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</li> <li>There are several people in history who were pioneers in the dance world.</li> </ul>				
Evidence of Learning					

Formative As	sessments: Teacher observation, student feed	back. Evaluate informal in-class perfo	rmances using	
	iscussions, drawings and videos.		-	
	enchmark Assessment(s): Culminating danc ssessments: Collaborative work, individual as	-	ators.	
Resources/Ma		Key Vocabulary:		
• Elements of Dance Video:		ixey vocubulary.		
	/www.youtube.com/watch?v=UGuD9Geeb2	• Choreography		
k	÷	Alvin Ailey		
• Dance	maker App:	, , , , , , , , , , , , , , , , , , ,		
https://	/itunes.apple.com/us/app/dancemaker/id1180			
	<u>1?mt=8</u>			
	f dance styles and descriptive words:			
	www.dancesteps.com.au/styles/index.php			
	mporary Dance Vocabulary:			
	/www.contemporary-dance.org/dance-			
terms.				
	Falk: Why Do We Dance?			
	/www.ted.com/talks/camille_a_brown_a_vis			
<u>uai m</u>	story of social dance in 25 moves			
	Suggested	Pacing Guide		
Lesson	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
Name/Topic				
Dance	Use a variety of stimuli (e.g., music,	Introduction to skills.	1 class	
Content	sound, text, objects, images, notation,	Relating skills to the outside world.		
	experiences, observed dance, literary	Group collaboration activities.		
	forms, natural phenomena, current news)	Reflection.		
	to build dance content.	Presentations.		
Multiple	Solve multiple movement problems using	Introduction to skills.	1 class	
Movement	the elements of dance to develop dance	Relating skills to the outside world.		
	content.	Group collaboration activities.		
		Reflection.		
		Presentations.		
Movement	Select a choreographic device to expand	Introduction to skills.	1 class	
Possibilities	movement possibilities, create patterns	Relating skills to the outside world.		
	and structures and develop a main idea.	Group collaboration activities.		
	Use dance terminology to explain	Reflection.		
	movement choices.	Presentations.		
Movement	Develop a dance study by selecting	Introduction to skills.	1 class	
Vocabulary	specific movement vocabulary to	Relating skills to the outside world.		
	communicate a main idea. Discuss how	Group collaboration activities.		
	the dance communicates non-verbally.	Reflection. Presentations.		
Self	Davisa movement based or rear far that	Introduction to skills.	1 class	
Self Reflection	Revise movement based on peer feedback and self-reflection to improve		1 Class	
Reffection	communication of artistic intent in a	Relating skills to the outside world. Group collaboration activities.		
	dance study. Explain movement choices	Reflection.		
	and revisions.	Presentations.		
The Dance	Document a dance-making experience	Introduction to skills.	1 class	
Experience	through drawing, painting, writing,	Relating skills to the outside world.	1 21000	
	symbols, mapping, collaging, photo	Group collaboration activities.		
	sequencing, photo captioning, video	Reflection.		
	captioning, etc.	Presentations.		
Teacher Note				
Additional Re				

- 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. •

	Differe	ntiation/Modification St	<b>A</b>	
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 Accept participation at any level, even one word Consult with Case Managers. Follow accommodations and modifications on IEP plans	Consult student ELL Plan Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions and explanations Allow extended time to answer questions, and allow drawing as an explanation Accept participation at any level	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 Consult with Case Managers Follow accommodations and modifications

	UNIT #2
	Overview
<b>Content Area</b> :	Dance
Unit Title: Per	forming
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: (C	ontent and Technology):
CPI#:	Statement:
Performance 1	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.
<b>Career Readin</b>	ness, 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.
<b>Technology Li</b>	iteracy (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.
Interdisciplina	ary Connection (must include Companion Standard(s) R and W)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and
	quantitatively, as well as in words.
Intercultural S	Statements (Amistad, Holocaust, LGBT, SEL, etc)
	one of many ways that a person can express themselves. Through this unit, students are asked to plan and
	nent sequences. They are also asked in Standard 1.1.5.Pr5a to "Apply healthful strategies (e.g., nutrition,
1	

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

in an effort to i	maintain overall wellness.		
<ul> <li>Unit Essential</li> <li>How d commit</li> <li>How is and art</li> <li>What is for arti</li> <li>How d perform</li> <li>What is Learni</li> </ul> Formative Ass observation, dis Summative/Bet Alternative Ass Resources/Ma <ul> <li>Eleme https:// k</li> <li>Dance https:// 80909</li> <li>List of http://y</li> <li>Conten https:// terms.li&gt;</li> </ul>	I Question(s): lo dancers work with space, time and energy to unicate artistic expression? s the body used as an instrument for technical tistic expression? must a dancer do to prepare the mind and body istic expression? loes a dancer heighten artistry in a public mance? is the relationship between Social Emotional ng and Dance? <b>Evidence</b> sessments: Teacher observation, student feed iscussions, drawings and videos. enchmark Assessment(s): Culminating dance ssessments: Collaborative work, individual as nterials: nts of Dance Video: /www.youtube.com/watch?v=UGuD9Geeb2 maker App: /itunes.apple.com/us/app/dancemaker/id1180 1?mt=8 c dance styles and descriptive words: www.dancesteps.com.au/styles/index.php mporary Dance Vocabulary: /www.contemporary-dance.org/dance-	<ul> <li>dance.</li> <li>The way the body is develop movement and movement que different dance styles, genress</li> <li>Dancers use the mind-body of develop the body as an instru- artistic expression.</li> <li>Dance performance is an inter- performer, production eleme heightens and amplifies artiss</li> <li>Dance is a means of expressi- can be a healthy way to relear of Learning</li> <li>back. Evaluate informal in-class performance</li> </ul>	ed, execution of ality vary in a and traditions. connection and ment for artistry and eraction between nts and audience tha tic expression. on for dancers and se emotion.
Lesson	story_of_social_dance_in_25_moves Suggested I Student Learning Objective(s)	Pacing Guide Suggested Tasks/Activities:	Day(s) to
Name/Topic 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.	Complete 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	Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection.	1 class

Presentations.

from the auditory to the kinesthetic and

responding immediately to tempo

changes.

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

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 •

nglish Language			
Learners	Gifted and Talented Students	Students at Risk	504 Students
nsult student ELL	Consult with G and T teacher	Consult with I&RS as needed	Consult 504 Plan
sign a buddy same	Provide extension	Provide extended	Allow errors
guage or English eaking	activities	time to complete tasks	Rephrase questions, directions and
ow errors in	Peer leaders	Consult with guidance counselor	explanations
eaking		and follow I&RS	Allow extended time to answer questions
		uotion piun	and allow drawing as an explanation
ll S	nsult student ELL n sign a buddy, same guage or English aking ow errors in	hsult student ELL n Consult with G and T teacher Provide extension activities peer leaders peer leaders	Insult student ELL nConsult with G and T teacherConsult with I&RS as neededsign a buddy, same guage or English akingProvide extension activitiesProvide extended time to complete tasksPeer leadersConsult with guidance counselor

	Rephrase questions,	Consult with	
Accept participation	directions and	classroom teacher for	Accept participation at
at any level, even one	explanations	specific behavior	any level, even one
word		interventions	word
	Allow extended time		
Consult with Case	to answer questions,		Consult with Case
Managers.	and allow drawing as		Managers
	an explanation		
Follow			Follow
accommodations and	Accept participation		accommodations and
modifications on IEP	at any level		modifications
plans			

	UNI	Г #3		
	Over	view		
<b>Content Area:</b>				
Unit Title: Resp				
Grade Level: 3				
		oducts. They will interpret intent and meaning. And they		
will apply speci	fic criteria to evaluate products.			
	Stand	lards		
Standards: (Co	ntent and Technology):			
CPI#:	Statement:			
Performance E	xpectations (NJSLS)			
1.1.5.Re7a	Describe recurring patterns of movement an	d their relationships to the meaning of the dance.		
1.1.5.Re7b	Compare and contrast qualities and character	eristics to another dance genre or culture. Use basic dance		
	terminology and elements of dance to descri			
1.1.5.Re8a		rase based on its movements. Explain how the movements		
	communicate the main idea of the dance usi	ng basic dance terminology.		
1.1.5.Re9a	Develop an artistic criterion as it relates to t	he elements of dance in specific genres, styles, or cultural		
		y to describe, discuss, and compare characteristics that make		
	a dance communicate effectively.			
Career Readin	ess, Life Literacies, and Key Skills			
9.1.5.PB.2:	Describe choices consumers have with mon	ey (e.g., save, spend, donate).		
9.2.5.CAP.2	Identify how you might like to earn an incom			
<b>Technology</b> Lit	eracy (9.4)/ Computer Science and Design	Thinking		
8.2.5.ED.2	Collaborate with peers to collect information	n, brainstorm to solve a problem, and evaluate all possible		
	solutions to provide the best results with sup	oporting sketches or models.		
Interdisciplina	ry Connection (must include Companion Sta	undard(s) R and W)		
NJSLSA.R7	Integrate and evaluate content presented in a	diverse media and formats, including visually and		
	quantitatively, as well as in words.			
	tatements (Amistad, Holocaust, LGBT, SEL,			
		ormance that blends African folk tradition with popular		
culture. Stepping	g involves clapping, body slapping, vocalization	ons, and dramatic movements. Stepping was developed by		
African America	an fraternities and sororities in the mid-20th co			
Unit Essential		Unit Enduring Understandings:		
• How is	dance understood?	<ul> <li>Dance is perceived and analyzed to comprehend</li> </ul>		
	dance interpreted?	its meaning.		
<ul> <li>What cr</li> </ul>	iteria are used to evaluate dance?	• 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			
		ack. Evaluate informal in-class performances using		
	cussions, drawings and videos.			
	nchmark Assessment(s): Culminating dance			
	sessments: Collaborative work, individual ass			
Resources/Mat		Key Vocabulary:		
	ts of Dance Video:	• Genres		
https://www.youtube.com/watch?v=UGuD9Geeb2 • Criteria				
<u>k</u>		• Stepping		
	naker App:			
	tunes.apple.com/us/app/dancemaker/id1180			
<u>809091?mt=8</u>				
	lance styles and descriptive words:			
<u>http://w</u>	ww.dancesteps.com.au/styles/index.php			

<ul> <li><u>https://</u> terms.h</li> <li>TED T <u>https://</u></li> </ul>	www.co <u>ttml</u> alk: Wh www.teo	Dance Vocabulary: ntemporary-dance.org/da y Do We Dance? 1.com/talks/camille_a_bro social_dance_in_25_mov	<u>own_a_vis</u>			
Lesson	Stude	nt Learning Objective(s)		Pacing Guid Suggested 7	e Fasks/Activities:	Day(s) to
Name/Topic Meaning of Dance		be recurring patterns of n eir relationships to the me nce.			lls to the outside world. boration activities.	Complete 1 class
Comparing Genres	charac culture elemer	are and contrast qualities teristics to another dance by Use basic dance termine thats of dance to describe the es and characteristics.	genre or plogy and	Introduction Relating ski	to skills. lls to the outside world. boration activities.	1 class
Interpreting Meaning	Interpr phrase how th main ie	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.		Presentations. Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations.		1 class
Dance Communicati on	to the or genres practic describ charac	op an artistic criterion as i elements of dance in spec , styles, or cultural mover es. Use dance terminolog be, discuss, and compare teristics that make a danc unicate effectively.	ific ment ty to		lls to the outside world. boration activities.	1 class
<ul> <li>Modified</li> </ul>	<b>:</b> sources: ch paper ed assign	topics/video Q&A assign nments for students with nments for students who	disabilities display a pa		topic of dance	
Students w Disabilitie		English Language Learners	Gifted ar	nd Talented idents	Students at Risk	505 Students
Consult student Allow errors Rephrase quest directions and explanations Allow extended to answer quest and allow draw an explanation	ions, l time tions	Consult student ELL Plan Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions and explanations	Consult w teacher Provide et activities Peer leade		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	Consult 504 Plan Allow errors Rephrase questions, directions and explanations Allow extended time to answer questions and allow drawing as an explanation

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

UNIT #4				
	Overv	iew		
<b>Content Area:</b>				
Unit Title: Con	6			
Grade Level: 3				
		owledge and personal experience to create products. They		
	elate artistic ideas and works within societal, cu	ultural, and historical contexts to deepen their		
understanding.				
<i></i>	Standa	ards		
	ntent and Technology):			
CPI#:	Statement:			
	xpectations (NJSLS)			
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 experien			
1.1.5.Cn10b		ies, including climate change, expressed through a variety		
	of dance genres, styles and cultural lenses.	f _ 1		
1.1.5.Cn11a		f a dance in a specific genre or style communicate the ideas		
Cancer Deadin	ess, Life Literacies, and Key Skills	iod, or community from which the genre or style originated.		
9.4.5.GCA.1		community perspectives and points of view (e.g. 115 C2)		
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)			
Technology Lit	eracy (9.4)/ Computer Science and Design T			
8.1.5.IC.2		ibility and usability of computing technologies to address		
	the diverse needs and wants of users.			
Interdisciplina	ry Connection (must include Companion Star	ndard(s) R and W)		
NJSLSA.R7		iverse media and formats, including visually and		
	quantitatively, as well as in words.			
Intercultural S	tatements (Amistad, Holocaust, LGBT, SEL,	etc)		
Holocaust: In th	nis unit, students are taught to investigate globa	al issues through a variety of dance genres, styles, and		
		udents are taught about their personal responsibility to fight		
racism and hatre	ed. Looking at situations from different perspec	tives leads to tolerance and acceptance as dance can act as a		
	onality that transcends cultural differences.	T		
Unit Essential	-	Unit Enduring Understandings:		
	es dance deepen our understanding of	• As dance is experienced, all personal experiences,		
	es, other knowledge, and events around us?	knowledge, and contexts are integrated and		
	es knowing about societal, cultural,	synthesized to interpret meaning.		
	al, and community experiences expand dance	• Dance literacy includes deep knowledge and		
literacy'		perspectives about societal, cultural, historical,		
	es the expanded dance literacy correlate with	and community contexts.		
the Hold	ocaust Law?	• Students will learn to look at things through the		
		eyes of others, thus leading to the acceptance of		
		different nationalities and races.		
	Evidence of			
		ack. Evaluate informal in-class performances using		
	cussions, drawings and videos.	hat will aback for porformance indicators		
Summative/Benchmark Assessment(s): Culminating dance that will check for performance indicators.				
Alternative Assessments: Collaborative work, individual assessment, project/research paper.         Resources/Materials:       Key Vocabulary:				
	ts of Dance Video:	• Racism		
	vww.youtube.com/watch?v=UGuD9Geeb2	<ul> <li>Holocaust</li> </ul>		
	www.youtube.com/watch:v=00uD90ee02	<ul><li>Perspective</li></ul>		
<u>k</u>		<ul><li>Perspective</li><li>Climate change</li></ul>		

https:// 809091 • List of http://w • Conten https:// terms.h • TED T https://	1?mt=8 dance st www.dan nporary l www.co ntml 'alk: Why www.tec	yles and descriptive word cesteps.com.au/styles/inc Dance Vocabulary: ntemporary-dance.org/da y Do We Dance? d.com/talks/camille a bro social dance in 25 mov	ls: lex.php nce- own a vis ves	Pacing Guid	e	
Lesson	Studer	nt Learning Objective(s)	)	Suggested 7	<b>Fasks/Activities:</b>	Day(s) to
Name/Topic Points of	Deceri	he feelings and ideas and	kad by a	Introduction	to skills	Complete
View	dance t examin	be feelings and ideas evolution that are observed or performe how they relate to person of view and experiences.	ormed and	Introduction to skills. Relating skills to the outside world. Group collaboration activities. Reflection. Presentations.		1 class
Cultural	Use an	inquiry base to investiga	te global	Introduction	ı to skills.	1 class
Lenses	express	including climate change sed through a variety of d , styles and cultural lense	lance	Relating skills to the outside world. Group collaboration activities. Reflection. Presentations.		
Origins		ve and describe how the		Introduction	1 class	
	or style perspec period, genre o	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.		Relating skills to the outside world. Group collaboration activities. Reflection. Presentations.		
Teacher Notes						
<ul> <li>Modifi</li> </ul>	ch paper ed assign led assign v <b>ith</b>	topics/video Q&A assign ments for students with ments for students who	disabilities display a pa ntiation/M Gifted ar	-	topic of dance	506 Students
Consult student	t IEP	Consult student ELL Plan	Consult w teacher	ith G and T	Consult with I&RS as needed	Consult 504 Plan Allow errors
Rephrase quest directions and explanations	ions,	Assign a buddy, same language or English speaking Allow errors in	Provide ex activities Peer leade		Provide extended time to complete tasks Consult with guidance counselor	Rephrase questions, directions and explanations
Allow extended to answer quest and allow draw an explanation	tions ving as	speaking Rephrase questions, directions and explanations			and follow I&RS action plan Consult with classroom teacher for	Allow extended time to answer questions and allow drawing as an explanation
Accept particip at any level, ev word					specific behavior interventions	Accept participation at any level, even one word

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