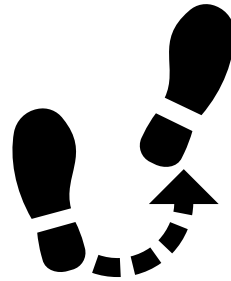


RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Visual & Performing Arts

Course: Dance 9-12

Alignment: 2020 NJSL

BOE Born On: September 2022

Authored by

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Introduction

This course will examine how students can approach dance as a means for self-expression. Students will participate in choreographic studies for beginner, advanced beginner, intermediate and advanced compositional skills. During class they will improvise using diverse source material. Each quarter, students will produce an innovative piece focusing on a different type/style of choreography. Each piece will be showcased, and a formal critique will follow. Students may be asked to problem solve and revise pieces as needed.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Dance Instruction allows students to explore the human experience, our identities, and the complexities of culture, in a way that nurtures the connection to the whole self. Students will explore dance in the following areas: historical significance, cultural influences, and a variety of techniques used in creating and performing original compositions. Students will develop a language to examine their own, other students' and professional choreographers' work constructively and critically. In addition, students will work together to innovate and create interdisciplinary connections. Lastly, students will develop a responsive body through physical exercise, technique, physical awareness, concentration, and stage presence. In short, students will experience choreography in a personal and transformative way and understand that dance is a powerful art form worthy of academic study.

Scope and Sequence

Overall:

- Unit 1: Swing (10 Weeks)
- Unit 2: Latin (10 Weeks)
- Unit 3: Wotagei (10 Weeks)
- Unit 4: Hip Hop Fusion (10 Weeks)

Grades 9-12:

Students will at the appropriate developmental level:

- Grade 9: Practice diverse dance movement genres, forms, and styles.
- Grade 10: Develop skills in diverse dance movement genres, forms, and styles.
- Grade 11: Demonstrate skills in diverse dance movement genres, forms, and styles.
- Grade 12: Master skill in diverse dance movement genres, forms, and styles.

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSL-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

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

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

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

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of

Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (*This will be modified based off of content*)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit I: Swing (10 Weeks)

Core Ideas

- Generating and conceptualizing ideas.
- Organizing and developing ideas.
- Refining and completing ideas
- Developing and refining techniques and models or steps needed to create products.
- Selecting, analyzing, and interpreting work.
- Conveying meaning through art.
- Perceiving and analyzing products.
- Synthesizing and relating knowledge and personal experiences to create products.
- Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
- Advance technique and concepts with elevate student's confidence, performance, skills, and participation in physical activity.
- The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.

Essential Questions

- What does a dance warm-up look like?
- Where do choreographers get ideas from for dances?
- What is Swing Dance?
- How has Swing dance changed over time?
- From which music genres has Swing dance evolved?
- Where was Swing dance created? By which community?
- What is Charleston?
- What is Lindy Hop?
- How are Charleston and Lindy Hop related?
- What is Vernacular Jazz?
- What does it mean to be a social dance?
- How do we dance Swing with a partner?
- Which moves in Swing are kicking movements?
- Which moves in Swing are twisting movements?
- Which moves in Swing are considered tricks?
- What is lead/follow?
- How do partners communicate in Swing dance?
- How do we protect our partner's arm when completing a turn?
- Why is communication in partner dance important? Give an example. Describe the energy we want to perform when doing Swing dance.
- What success did you have today? What challenges?
- What was your favorite part of today?
- How can we create a fun, energetic, and creative Swing dance routine?
- What is a Jam Session?
- What is a Jam Circle?
- Why is it important that the audience actively cheer, clap, and shout, while doing a Jam Circle?
- Which moves did you use that you learned from our Unit?
- Which moves did you create on your own?
- In which ways did you and your group explore creativity?
- Did everyone in your group have a voice? If not, how might you improve the next time we work in groups?
- What did you enjoy about our Swing Dance unit?
- What did you learn in our Swing Dance unit?

Enduring Understanding

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

	<ul style="list-style-type: none"> 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. The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres, and traditions. 		
Practice	Explore Plan Express Embody, Execute Analyze Synthesize Relate		
Performance Expectations	Students will be able to: <ul style="list-style-type: none"> Evaluate and apply healthful strategies and safe body-us practices that are essential for the dancer. Demonstrate joint articulations and basic anatomical terms as they relate to dance. Apply kinesthetic principles and various body systems. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works. Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from which the dances originate. Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent. 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. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
1.1.12prof.Pr5a 1.1.12prof. Pr5b 1.1.12prof.Cn10a 1.1.12prof.Cn11a 1.1.12prof.Pr4a 1.1.12prof.Pr4b 1.1.12prof.Pr5c 1.1.12prof.Pr6b 1.1.12prof.Re7a 1.1.12prof.Re7b 1.1.12prof.Cr1a 1.1.12prof.Cr2a 1.1.12prof.Cr3a	Students will be able to: <ul style="list-style-type: none"> Learn the appropriate safety measures necessary in order to dance safely and prevent injury. Learn about the history, culture, and context of Swing Dance, Charleston, Jitterbug, and the Lindy Hop. Reflect on important dances and dance steps that have helped to create Swing. List characteristics of Swing Dance. Describe how Swing dance has changed over time. Learn dance routine. Dance with a partner and explore various Swing dance moves, rhythms, and steps. Students perform for class 	History of Swing Swing Dance Routine Jam Sessions Notes Catcher	History of Swing PowerPoint Music: <ul style="list-style-type: none"> I like Pie In the Mood Jump Session Rhythm Dance Sense Dance Warm Ups Dance Warm Ups Video - Repetition and Retrograde: <ul style="list-style-type: none"> Video I Video II Dance Timeline World Cultural Dance Video - Evolution of Dance

	<ul style="list-style-type: none"> • Create their own swing dance routines in small groups. 		Social Dances Influential Dancers Community Dance
Key Vocabulary	Kick Steps, Drops, Sugar Steps/Twists, Pump Kick, Collect, Clap, 1930's Charleston, A-Frame, Break Step, Baby Drop, Barrell Roll, Boogie Back, Boogie Forward, Hand-to Hand Charleston, Inside Turn, Jitterbug, Kick Over the Head, Lock Turn, Open Position, Outside Turn, Rock Step, Shorty George, Slide Through Legs, Jam Session, Jam Circle		
Evidence of Learning	Proficient	Accomplished	Advanced
	<ul style="list-style-type: none"> • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. • 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. • Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process. • Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations). • Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and 	<ul style="list-style-type: none"> • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent. • Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement. • Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions. • "Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies)." • "Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention." 	<ul style="list-style-type: none"> • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent. • Develop artistic statements that reflect personal aesthetics of self-generated dance studies. • Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent. • "Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product."

	<p>relationship. Use space intentionally during phrases and through transitions between phrases.</p> <ul style="list-style-type: none"> • "Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing." • Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). • Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer. • 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. • Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. • 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). • 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. • Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. • Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. • Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and 	<ul style="list-style-type: none"> • "Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing." • Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. • Research healthful strategies essential for dancers and modify personal practice based on findings. • Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure. • Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps. • Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance. • Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition. • Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance. • "Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals" • Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. • Select and organize, alone and with others, technical and production elements necessary 	<ul style="list-style-type: none"> • Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance. • Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments. • Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. • Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life. • Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements. • Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body. • Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance. • Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres. • Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind. • "Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence." • "Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal, and performance. Develop a professional
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	<p>performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p> <ul style="list-style-type: none"> • Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel. • "Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent." • "Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast." • "Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques." • Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. • Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives. • Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes, and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate. 	<p>to fulfill the artistic intent of dance works in alternative performance venues.</p> <ul style="list-style-type: none"> • Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance. • Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology. • "Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology." • Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. • "Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance." • Analyze how the role of dance in a global society has influenced various cultures, societies, and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate. 	<p>portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance."</p> <ul style="list-style-type: none"> • "Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues." • Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography. • Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology. • Analyze and interpret how the elements of dance, execution of dance movements and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology. • Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. • Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming. • "Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate."
	<p>1.1.12prof.Cr1a 1.1.12prof.Cr1b 1.1.12prof.Cr2a 1.1.12prof.Cr2b 1.1.12prof.Cr3a 1.1.12prof.Cr3b 1.1.12prof.Pr4a 1.1.12prof.Pr4b 1.1.12prof.Pr4c 1.1.12prof.Pr5a</p>	<p>1.1.12acc.Cr1a 1.1.12acc.Cr1b 1.1.12acc.Cr2a 1.1.12acc.Cr2b 1.1.12acc.Cr3a 1.1.12acc.Cr3b 1.1.12acc.Pr4a 1.1.12acc.Pr4b 1.1.12acc.Pr4c 1.1.12acc.Pr5a</p>	<p>1.1.12adv.Cr1a 1.1.12adv.Cr1b 1.1.12adv.Cr2a 1.1.12adv.Cr2b 1.1.12adv.Cr3a 1.1.12adv.Cr3b 1.1.12adv.Pr4a 1.1.12adv.Pr4b 1.1.12adv.Pr4c 1.1.12adv.Pr5a</p>

	<p>1.1.12prof.Pr5b 1.1.12prof.Pr5c 1.1.12prof.Pr5d 1.1.12prof.Pr5e 1.1.12prof.Pr6a 1.1.12prof.Pr6b 1.1.12prof.Pr6c 1.1.812prof.Pr6d 1.1.12prof.Re7a 1.1.12prof.Re7b 1.1.12prof.Re8a 1.1.12prof.Re9a 1.1.12prof.Cn10a 1.1.12prof.Cn10b 1.1.12prof.Cn11a</p>	<p>1.1.12acc.Pr5b 1.1.12acc.Pr5c 1.1.12acc.Pr5d 1.1.12acc.Pr5e 1.1.12acc.Pr6a 1.1.12acc.Pr6b 1.1.12acc.Pr6c 1.1.812acc.Pr6d 1.1.12acc.Re7a 1.1.12acc.Re7b 1.1.12acc.Re8a 1.1.12acc.Re9a 1.1.12acc.Cn10a 1.1.12acc.Cn10b 1.1.12acc.Cn11a</p>	<p>1.1.12adv.Pr5b 1.1.12adv.Pr5c 1.1.12adv.Pr5d 1.1.12adv.Pr5e 1.1.12adv.Pr6a 1.1.12adv.Pr6b 1.1.12adv.Pr6c 1.1.12adv.Pr6d 1.1.12adv.Re7a 1.1.12adv.Re7b 1.1.12adv.Re8a 1.1.12adv.Re9a 1.1.12adv.Cn10a 1.1.12adv.Cn10b 1.1.12adv.Cn11a</p>
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Interdisciplinary Connections	<p>English Language Arts NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Comprehensive Health and Physical Education 2.2.12.MSC.2 Analyze application of force and motion and modify movement to impact performance. 2.2.12.MSC.3 Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships. 2.2.12.PF.1 Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental and emotional fitness through one’s lifetime. 2.2.12.PF.2 Respect and appreciate all levels of ability and encourage with care during all physical activities. 2.2.12.PF.5 Analyze fitness knowledge in strength, conditioning, agility, and the physiological response of the energy systems effects on the mind and body before, during and after physical fitness activities. 2.2.12.LF.2 Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. 2.2.12.LF.4 Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. 2.2.12.LF.5 Describe the social benefits gained from participating in physical activity. 2.2.12.LF.7 Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. 2.2.12.LF.8 Identify personal and community resources to explore career options related to physical activity and health.</p> <p>Visual and Performing Arts 1.3B.12prof.Cr1a Describe how sounds and short musical ideas can be used to represent personal experiences, modds, visual images, and/or storylines. 1.3B.12prof.Cr3b Share music through the use of notation, performance of technology, and demonstrate how the elements of music have been employed to realize expressive intent. 1.3B.12prof.Pr4 Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms. 1.3B.12prof.Pr4b Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creator’s intent. 1.3B.12prof.Re8 Develop and explain interpretations of varied works, demonstrating an understanding of the composer’s intent by citing the use of elements of music compositional techniques, and the style/genre and context of each work.</p>
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Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • Students will be encouraged to develop an understanding of culturally diverse perspectives on dance and associated activities. • Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences. • Participate in an inclusive and diverse dance culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.
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Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p>
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	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
Computer Science and Design Thinking	8.1.12.AP.7: Collaboratively design and develop programs and artifacts for board audiences by incorporating feedback from users. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Social Emotional Learning	<p>Self-Awareness</p> <ul style="list-style-type: none"> Recognize one’s feelings and thoughts Recognize the impact of one’s feelings and thoughts on one’s own behavior Recognize one’s personal traits, strengths, and limitations Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors Recognize the skills needed to establish and achieve personal and educational goals Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p>Social Awareness</p> <ul style="list-style-type: none"> Recognize and identify the thoughts, feelings, and perspectives of others Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds Demonstrate an understanding of the need for mutual respect when viewpoints differ Demonstrate an awareness of the expectations for social interactions in a variety of settings <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> Develop, implement, and model effective problem-solving and critical thinking skills Identify the consequences associated with one’s actions in order to make constructive choices Evaluate personal, ethical, safety, and civic impact of decisions <p>Relationship Skills</p> <ul style="list-style-type: none"> Establish and maintain healthy relationships Utilize positive communication and social skills to interact effectively with others Identify ways to resist inappropriate social pressure Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Identify who, when, where, or how to seek help for oneself or others when needed

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> Provide translated notes and key vocabulary terms Provide images of key vocabulary terms and concepts Word banks Bilingual dictionaries Assistive translator technology Sentence frames Simplified notes Reduced homework Simplified word problems Graphic organizers Matched sentences or procedures with pictures Alternative presentation options 1-2 sentence short responses Shortened written assignments Modified tests 	<ul style="list-style-type: none"> Display reminders Checklist of materials and tasks (printed out or digitally accessible) Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) Assistive technology (dictation, immersive reader, etc...) Flash cards Teacher notes Graphic organizer Clear parameters and student workspace Timer to monitor task and duration Study guides Guided notes 	<ul style="list-style-type: none"> Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Scaffolding assignments Chunking of materials Allow for errors Pre-teach materials Supply teacher demo Rephrase of questions and directions Visual cue or signs Small group assistance or collaboration 	<ul style="list-style-type: none"> Provide students with extra problem sets that challenge and involve higher level thinking Inquiry lead discussions and activities More complex tasks and projects Higher level questioning and techniques Student demoing and explanation Provide opportunities for students to set personal goals, keep records and monitor their own learning progress Multiple assessments given in different domains, that showcase student interests, strengths, and needs

	<ul style="list-style-type: none"> • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit II: Latin (10 Weeks)

Core Ideas

- Generating and conceptualizing ideas.
- Organizing and developing ideas.
- Refining and completing ideas
- Developing and refining techniques and models or steps needed to create products.
- Selecting, analyzing and interpreting work.
- Conveying meaning through art.
- Perceiving and analyzing products.
- Synthesizing and relating knowledge and personal experiences to create products.
- Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
- Advance technique and concepts with elevate student’s confidence, performance, skills, and participation in physical activity.
- The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.

Essential Questions

- Where do choreographers get ideas from for dances?
- What is Latin Dance?
- How has Latin dance changed over time?
- How does Latin dance differ depending on the Latin community?
- From which music genres has Latin dance evolved?
- How does music influence the type of Latin dance?
- Where were specific Latin dances created? By which community?
- What is Salsa? What makes it unique to other Latin dances?
- What is Bachata? What makes it unique to other Latin dances?
- What is Merengue? What makes it unique to other Latin dances?
- What is Mambo? What makes it unique to other Latin dances?
- What is Kizomba? What makes it unique to other Latin dances?
- What is Zouk? What makes it unique to other Latin dances?
- What is Reggaeton? What makes it unique to other Latin dances?
- What is Argentine Tango? What makes it unique to other Latin dances?
- What is Bomba? What makes it unique to other Latin dances?
- What is Plena? What makes it unique to other Latin dances?
- What is Samba? What makes it unique to other Latin dances?
- What is Rumba? What makes it unique to other Latin dances?
- What is the Cha-Cha-Cha? What makes it unique to other Latin dances?
- What is the Paso Doble? What makes it unique to other Latin dances?
- How are the Tango and the Argentine Tango related?
- What makes Latin dance music so unique?
- How do we Latin dance with a partner?
- Which moves in Latin dance are hand movements?
- Which moves in Latin dance are turn movements?
- Which moves in Latin dance are box steps?
- Which moves in Latin dance are side to side steps?
- Which moves in Latin dance are front to back steps?
- What is lead/follow? How are they different?
- How do partners communicate in Latin dance?
- How do we protect our partner’s arm when completing a turn?
- Which Latin dances can be performed without a partner? What does that look like?
- Why is communication in partner dance important? Give an example. Describe the energy we want to perform when doing Latin dance.
- What success did you have today? What challenges?
- What was your favorite part of today?
- How can we create a fun, energetic, and creative Latin dance routine?
- Which moves did you use that you learned from our Unit?
- Which moves did you create on your own?
- In which ways did you and your group explore creativity?
- Did everyone in your group have a voice? If not, how might you improve the next time we work in groups?

	<ul style="list-style-type: none"> • What did you enjoy about our Latin Dance unit? • What did you learn in our Latin Dance unit? 		
Enduring Understanding	<ul style="list-style-type: none"> • Choreography uses 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 foundation and a departure point for choreographers. • Choreographers analyze, evaluate, refine, and document their work to communicate meaning. • 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 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. • The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres, and traditions. 		
Practice	<p>Explore Plan Express Embody, Execute Analyze Synthesize Relate</p>		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Evaluate and apply healthful strategies and safe body-us practices that are essential for the dancer. • Demonstrate joint articulations and basic anatomical terms as they relate to dance. Apply kinesthetic principles and various body systems. • Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works. • Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes, and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from which the dances originate. • Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. • Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. • Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. • Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. • Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent. • 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. • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. • Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process. • Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

<p>1.1.12prof.Pr5a 1.1.12prof. Pr5b 1.1.12prof.Cn10a 1.1.12prof.Cn11a 1.1.12prof.Pr4a 1.1.12prof.Pr4b 1.1.12prof.Pr5c 1.1.12prof.Pr6b 1.1.12prof.Re7a 1.1.12prof.Re7b 1.1.12prof.Cr1a 1.1.12prof.Cr2a 1.1.12prof.Cr3a 1.1.12prof.Cn10b</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Learn about the history, culture, and context of Latin Dance. Reflect on important dances and dance steps that have helped to create Latin Dance. Reflect on the important instruments and unique rhythm that helped to create Latin dance. List characteristics of Latin Dance. Describe how Latin dance has changed over time. Learn dance routine. Dance with a partner and explore various Latin dance moves, rhythms, and steps. Student perform for class Create their own Latin dance routines in small groups. 	<p>History of Latin Dance Pre-Vocabulary Activity Latin Routine</p> <ul style="list-style-type: none"> Split class into groups where they have to research/learn/present a Latin Dance. <p>Peer Teaching of two 8 Count Routine Latin Dance Creative Dance Session in Partners Notes Catcher</p>	<p>Latin Dance Presentation Music:</p> <ul style="list-style-type: none"> Salsa Music Bachata Music Merengue Music <p>Latin Dance Warm Ups Salsa Warm-Up Bachata Zumba Bachata Basic Steps Cha-Cha-Cha</p> <p>The History of Latin Dance</p> <p>Video: Using the Power of Dance to Address Climate Change Tedx by Arzucan Askin</p>
<p>Key Vocabulary</p>	<p>Salsa, Bachata, Merengue, Mambo, Kizomba, Zouk, Reggaeton, Argentine Tango, Bomba, Plena, Samba, Rumba, Cha-Cha-Cha, Paso Doble, Jive, Adelante, Al Costado, Atras, Bailar, Basic, Caida, Compas, Copa, Crossed Hold, Cuadrado, Derecha, Duck, Embrace, Enganche, Freno, Guapea Basic, Inclinata, Izquierda, Latigazo, Lento, Normal Closed Hold, Normal Open Hold, Patada, Shines, Step Pattern, Step, Shift Weight, Rock Step, Timing, Triple Mambo, New Yorker Forward, Replace, Swivel, Side/Close/Slide, Leader, Follower, Spot Turn, Quarter turn, Under Arm Turn, Basic in Place/Compact Chasse, Runs, Time Step, Forward& Back in Place, Forward Back Progressive, Forward Back Progressive Pass, Triple Step, Box Step, Diagonal Box Step</p>		
<p>Evidence of Learning</p>	<p>Proficient</p>	<p>Accomplished</p>	<p>Advanced</p>
	<ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. 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. 	<ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement. Clarify the artistic intent of a dance using established artistic criteria, self-reflection and 	<ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent. Develop artistic statements that reflect personal aesthetics of self-generated dance studies. Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production

	<ul style="list-style-type: none"> • Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process. • Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations). • Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. • "Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing." • Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). • Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer. • 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. • Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. • 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). • 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>the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.</p> <ul style="list-style-type: none"> • "Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies)." • "Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention." • "Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing." • Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. • Research healthful strategies essential for dancers and modify personal practice based on findings. • Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure. • Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps. • Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance. • Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition. • Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance. • "Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals" 	<p>elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent.</p> <ul style="list-style-type: none"> • "Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product." • Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance. • Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments. • Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. • Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life. • Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements. • Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body. • Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance. • Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres. • Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.
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	<ul style="list-style-type: none"> • Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. • Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. • Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. • Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel. • "Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent." • "Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast." • "Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques." • Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. • Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives. • Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes, and 	<ul style="list-style-type: none"> • Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. • Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues. • Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance. • Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology. • "Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology." • Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. • "Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance." • Analyze how the role of dance in a global society has influenced various cultures, societies, and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate. 	<ul style="list-style-type: none"> • "Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence." • "Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal, and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance." • "Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues." • Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography. • Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology. • Analyze and interpret how the elements of dance, execution of dance movements and context contribute to artistic expression across different genres, styles or cultural movement practices. Use genre specific dance terminology. • Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. • Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming. • "Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria
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	perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.		relate to the ideas and perspectives of the people from whom the dances originate."
	1.1.12prof.Cr1a 1.1.12prof.Cr1b 1.1.12prof.Cr2a 1.1.12prof.Cr2b 1.1.12prof.Cr3a 1.1.12prof.Cr3b 1.1.12prof.Pr4a 1.1.12prof.Pr4b 1.1.12prof.Pr4c 1.1.12prof.Pr5a 1.1.12prof.Pr5b 1.1.12prof.Pr5c 1.1.12prof.Pr5d 1.1.12prof.Pr5e 1.1.12prof.Pr6a 1.1.12prof.Pr6b 1.1.12prof.Pr6c 1.1.812prof.Pr6d 1.1.12prof.Re7a 1.1.12prof.Re7b 1.1.12prof.Re8a 1.1.12prof.Re9a 1.1.12prof.Cn10a 1.1.12prof.Cn10b 1.1.12prof.Cn11a	1.1.12acc.Cr1a 1.1.12acc.Cr1b 1.1.12acc.Cr2a 1.1.12acc.Cr2b 1.1.12acc.Cr3a 1.1.12acc.Cr3b 1.1.12acc.Pr4a 1.1.12acc.Pr4b 1.1.12acc.Pr4c 1.1.12acc.Pr5a 1.1.12acc.Pr5b 1.1.12acc.Pr5c 1.1.12acc.Pr5d 1.1.12acc.Pr5e 1.1.12acc.Pr6a 1.1.12acc.Pr6b 1.1.12acc.Pr6c 1.1.812acc.Pr6d 1.1.12acc.Re7a 1.1.12acc.Re7b 1.1.12acc.Re8a 1.1.12acc.Re9a 1.1.12acc.Cn10a 1.1.12acc.Cn10b 1.1.12acc.Cn11a	1.1.12adv.Cr1a 1.1.12adv.Cr1b 1.1.12adv.Cr2a 1.1.12adv.Cr2b 1.1.12adv.Cr3a 1.1.12adv.Cr3b 1.1.12adv.Pr4a 1.1.12adv.Pr4b 1.1.12adv.Pr4c 1.1.12adv.Pr5a 1.1.12adv.Pr5b 1.1.12adv.Pr5c 1.1.12adv.Pr5d 1.1.12adv.Pr5e 1.1.12adv.Pr6a 1.1.12adv.Pr6b 1.1.12adv.Pr6c 1.1.12adv.Pr6d 1.1.12adv.Re7a 1.1.12adv.Re7b 1.1.12adv.Re8a 1.1.12adv.Re9a 1.1.12adv.Cn10a 1.1.12adv.Cn10b 1.1.12adv.Cn11a
Interdisciplinary Connections	<p>English Language Arts</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Comprehensive Health and Physical Education</p> <p>2.2.12.MSC.2 Analyze application of force and motion and modify movement to impact performance.</p> <p>2.2.12.MSC.3 Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships.</p> <p>2.2.12.PF.1 Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental emotional fitness through one's lifetime.</p> <p>2.2.12.PF.2 Respect and appreciate all levels of ability and encourage with care during all physical activities.</p> <p>2.2.12.PF.5 Analyze fitness knowledge in strength, conditioning, agility, and the physiological response of the energy systems effects on the mind and body before, during and after physical fitness activities.</p> <p>2.2.12.LF.2 Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</p> <p>2.2.12.LF.4 Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</p> <p>2.2.12.LF.5 Describe the social benefits gained from participating in physical activity.</p> <p>2.2.12.LF.7 Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <p>2.2.12.LF.8 Identify personal and community resources to explore career options related to physical activity and health.</p> <p>Visual and Performing Arts</p> <p>1.3B.12prof.Cr1a Describe how sounds and short musical ideas can be used to represent personal experiences, modds, visual images, and/or storylines.</p> <p>1.3B.12prof.Cr3b Share music through the use of notation, performance of technology, and demonstrate how the elements of music have been employed to realize expressive intent.</p> <p>1.3B.12prof.Pr4 Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms.</p> <p>1.3B.12prof.Pr4b Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.</p>		

	1.3B.12.prof.Re8 Develop and explain interpretations of varied works, demonstrating an understanding of the composer’s intent by citing the use of elements of music compositional techniques, and the style/genre and context of each work.
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • Students will be encouraged to develop an understanding of culturally diverse perspectives on dance and associated activities. • Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences. • Participate in an inclusive and diverse dance culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p>
Computer Science and Design Thinking	<p>8.1.12.AP.7: Collaboratively design and develop programs and artifacts for board audiences by incorporating feedback from users.</p> <p>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</p>
Social Emotional Learning	<p>Self-Awareness</p> <ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p>Social Awareness</p> <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one’s actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions <p>Relationship Skills</p> <ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects

	<ul style="list-style-type: none"> • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<p>assignments/assessments/short-term goals (Planner Microsoft)</p> <ul style="list-style-type: none"> • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit III: Wotagei (10 Weeks)

Core Ideas	<ul style="list-style-type: none"> • Applying criteria to evaluate products. • Developing and refining techniques and models or steps needed to create products. • Selecting, analyzing and interpreting work. • Conveying meaning through art. • Conceptualizing and generating ideas. • Organizing and developing ideas. • Refining and completing products. • Applying criteria to evaluate products.
Essential Questions	<ul style="list-style-type: none"> • Where do choreographers get ideas from for dances? • What is Wotagei Dance? • How has Wotagei dance changed over time? • How does Wotagei dance differ from other Japanese traditional dances? • From which music genres has Wotagei dance evolved? • How does music influence the steps of Wotagei? • Where was Wotagei created? By which community? • What is the difference between Thunder Snake and Romansu? • What makes Wotagei dance music so unique? • Can Wotagei be danced solo, pairs, or groups? • Which moves in Wotagei dance are hand movements? • Which moves in Wotagei dance are turn movements? • Which moves in Wotagei dance are bending movements? • Which moves in Wotagei dance are circular movements? • Why is communication in a group dance important? • What success did you have today? What challenges? • What was your favorite part of today? • How can we create a fun, energetic, and creative Wotagei dance routine? • Which moves did you use that you learned from our Unit? • Which dance moves did you create on your own? • In which ways did you and your group explore creativity? • Did everyone in your group have a voice? If not, how might you improve the next time we work in groups? • What did you enjoy about our Wotagei Dance unit? • What did you learn in our Wotagei Dance unit?
Enduring Understanding	<ul style="list-style-type: none"> • Choreography uses a variety of sources as inspiration and transforms concepts and ideas into movement for artistic expression. • The elements of dance, dance structures and choreographic devices serve as both foundation and a departure point for choreographers. • Choreographers analyze, evaluate, refine, and document their work to communicate meaning. • 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 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. • The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres, and traditions.
Practice	<p>Explore Plan Revise Express Embody, Execute Present</p>

	Interpret Critique		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> Evaluate and apply healthful strategies and safe body-us practices that are essential for the dancer. Demonstrate joint articulations and basic anatomical terms as they relate to dance. Apply kinesthetic principles and various body systems. Analyze artistic criteria to determine what makes an effective performance. Consider content, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). 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). 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. Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel. Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works. 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. Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations). Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elemnts of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
1.1.12prof.Pr5a 1.1.12prof. Pr5b 1.1.12prof.Re9a 1.1.12prof.Pr4c 1.1.12prof.Pr5d 1.1.12prof.Pr5e 1.1.12prof.Pr6a 1.1.12prof.Pr6c 1.1.12prof.Pr6d 1.1.12prof.Cr1b 1.1.12prof.Cr2b 1.1.12prof.Cr3b 1.1.12prof.Re8a	<p>Students will be able to:</p> <ul style="list-style-type: none"> Learn about the history, culture, and context of Wotagei Dance. Reflect on important dances and dance steps that have helped to create Wotagei Dance. Reflect on the important instruments and unique rhythm that helped to create Wotagei dance. List characteristics of Wotagei Dance. Describe how Wotagei dance has changed over time. Learn dance routine. Dance with a partner and explore various Wotagei dance moves, rhythms, and steps. Student perform for class Create their own Wotagei dance routines in small groups. 	History of Wotagei Dance Pre-Vocabulary Activity Wotagei Routine <ul style="list-style-type: none"> Split class into groups where they have to research/learn/present a Latin Dance. Peer Teaching of two 8 Count Routine Group Performance Notes Catcher	The History of Japanese Dance - Rebecca Copeland (rebecca-copeland.com) Wotagei Freestyle Wotagei Tutorial Video: <ul style="list-style-type: none"> Wotagei to Ed Sheeran <i>Shape of You</i> Setting the Darkness on Fire with 'Wotagei' All About Japan (allabout-japan.com) King/Kanaria
Key Vocabulary	Cyalume, Wotagei, Waza, Sabi, Sabi Waza, Uchi Shi, Oad, Pan Pa-Pan Hyu, Thunder Snake, Romansu, Kecha, Hai-Hai-Hai, Slash, In and Out, Kantou, Rozario, Check Set Open, Muramasa, JKT48, Amaterasu		
Evidence of Learning	Proficient	Accomplished	Advanced
	<ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for 	<ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for 	<ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for

	<p>sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <ul style="list-style-type: none"> • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. • 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. • Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process. • Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations). • Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. • "Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing." • Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). 	<p>sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <ul style="list-style-type: none"> • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent. • Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement. • Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions. • "Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies)." • "Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention." • "Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing." • Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. • Research healthful strategies essential for dancers and modify personal practice based on findings. • Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure. 	<p>sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <ul style="list-style-type: none"> • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent. • Develop artistic statements that reflect personal aesthetics of self-generated dance studies. • Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent. • "Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product." • Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance. • Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments. • Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
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	<ul style="list-style-type: none"> • Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer. • 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. • Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. • 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). • 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. • Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. • Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. • Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. • Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel. • "Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent." 	<ul style="list-style-type: none"> • Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps. • Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance. • Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition. • Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance. • "Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals" • Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. • Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues. • Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance. • Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology. • "Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a 	<ul style="list-style-type: none"> • Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life. • Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements. • Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body. • Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance. • Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres. • Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind. • "Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence." • "Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal, and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance." • "Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues." • Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography.
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	<ul style="list-style-type: none"> • "Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast." • "Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques." • Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. • Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives. • Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes, and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate. 	<p>variety of genres, styles or cultural movement practices using genre specific terminology."</p> <ul style="list-style-type: none"> • Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. • "Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance." • Analyze how the role of dance in a global society has influenced various cultures, societies, and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate. 	<ul style="list-style-type: none"> • Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology. • Analyze and interpret how the elements of dance, execution of dance movements and context contribute to artistic expression across different genres, styles or cultural movement practices. Use genre specific dance terminology. • Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. • Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming. • "Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate."
	<p>1.1.12prof.Cr1a 1.1.12prof.Cr1b 1.1.12prof.Cr2a 1.1.12prof.Cr2b 1.1.12prof.Cr3a 1.1.12prof.Cr3b 1.1.12prof.Pr4a 1.1.12prof.Pr4b 1.1.12prof.Pr4c 1.1.12prof.Pr5a 1.1.12prof.Pr5b 1.1.12prof.Pr5c 1.1.12prof.Pr5d 1.1.12prof.Pr5e 1.1.12prof.Pr6a 1.1.12prof.Pr6b 1.1.12prof.Pr6c 1.1.812prof.Pr6d 1.1.12prof.Re7a 1.1.12prof.Re7b 1.1.12prof.Re8a 1.1.12prof.Re9a 1.1.12prof.Cn10a 1.1.12prof.Cn10b 1.1.12prof.Cn11a</p>	<p>1.1.12acc.Cr1a 1.1.12acc.Cr1b 1.1.12acc.Cr2a 1.1.12acc.Cr2b 1.1.12acc.Cr3a 1.1.12acc.Cr3b 1.1.12acc.Pr4a 1.1.12acc.Pr4b 1.1.12acc.Pr4c 1.1.12acc.Pr5a 1.1.12acc.Pr5b 1.1.12acc.Pr5c 1.1.12acc.Pr5d 1.1.12acc.Pr5e 1.1.12acc.Pr6a 1.1.12acc.Pr6b 1.1.12acc.Pr6c 1.1.812acc.Pr6d 1.1.12acc.Re7a 1.1.12acc.Re7b 1.1.12acc.Re8a 1.1.12acc.Re9a 1.1.12acc.Cn10a 1.1.12acc.Cn10b 1.1.12acc.Cn11a</p>	<p>1.1.12adv.Cr1a 1.1.12adv.Cr1b 1.1.12adv.Cr2a 1.1.12adv.Cr2b 1.1.12adv.Cr3a 1.1.12adv.Cr3b 1.1.12adv.Pr4a 1.1.12adv.Pr4b 1.1.12adv.Pr4c 1.1.12adv.Pr5a 1.1.12adv.Pr5b 1.1.12adv.Pr5c 1.1.12adv.Pr5d 1.1.12adv.Pr5e 1.1.12adv.Pr6a 1.1.12adv.Pr6b 1.1.12adv.Pr6c 1.1.12adv.Pr6d 1.1.12adv.Re7a 1.1.12adv.Re7b 1.1.12adv.Re8a 1.1.12adv.Re9a 1.1.12adv.Cn10a 1.1.12adv.Cn10b 1.1.12adv.Cn11a</p>
<p>Interdisciplinary Connections</p>	<p>English Language Arts</p>		

	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Comprehensive Health and Physical Education</p> <p>2.2.12.MSC.2 Analyze application of force and motion and modify movement to impact performance.</p> <p>2.2.12.MSC.3 Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships.</p> <p>2.2.12.PF.1 Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental and emotional fitness through one’s lifetime.</p> <p>2.2.12.PF.2 Respect and appreciate all levels of ability and encourage with care during all physical activities.</p> <p>2.2.12.PF.5 Analyze fitness knowledge in strength, conditioning, agility, and the physiological response of the energy systems effects on the mind and body before, during and after physical fitness activities.</p> <p>2.2.12.LF.2 Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</p> <p>2.2.12.LF.4 Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</p> <p>2.2.12.LF.5 Describe the social benefits gained from participating in physical activity.</p> <p>2.2.12.LF.7 Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <p>2.2.12.LF.8 Identify personal and community resources to explore career options related to physical activity and health.</p> <p>Visual and Performing Arts</p> <p>1.3B.12prof.Cr1a Describe how sounds and short musical ideas can be used to represent personal experiences, modds, visual images, and/or storylines.</p> <p>1.3B.12prof.Cr3b Share music through the use of notation, performance of technology, and demonstrate how the elements of music have been employed to realize expressive intent.</p> <p>1.3B.12prof.Pr4 Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms.</p> <p>1.3B.12prof.Pr4b Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creator’s intent.</p> <p>1.3B.12prof.Re8 Develop and explain interpretations of varied works, demonstrating an understanding of the composer’s intent by citing the use of elements of music compositional techniques, and the style/genre and context of each work.</p>
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • Students will be encouraged to develop an understanding of culturally diverse perspectives on dance and associated activities. • Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences. • Participate in an inclusive and diverse dance culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p>
Computer Science and Design Thinking	<p>8.1.12.AP.7: Collaboratively design and develop programs and artifacts for board audiences by incorporating feedback from users.</p> <p>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</p>
Social Emotional Learning	<p>Self-Awareness</p> <ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

<p>Social Awareness</p> <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions <p>Relationship Skills</p> <ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

		<ul style="list-style-type: none">• Assistance by instructional videos or curated videos online		
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Unit IV: Hip Hop Fusion (10 Weeks)

Core Ideas	<ul style="list-style-type: none"> • Applying criteria to evaluate products. • Developing and refining techniques and models or steps needed to create products. • Selecting, analyzing and interpreting work. • Conveying meaning through art. • Conceptualizing and generating ideas. • Organizing and developing ideas. • Refining and completing products. • Applying criteria to evaluate products.
Essential Questions	<ul style="list-style-type: none"> • Where do choreographers get ideas from for dances? • What is Hip Hop Dance? • What is the difference between Hip Hop and Hip Hop Fusion? • How has Hip Hop dance changed over time? • How does Old-School Hip-Hop dance differ from New School Hip Hop Dance? • From which music genres have Hip Hop dance evolved? • How does the music influence the steps of Hip Hop? • Where was Hip Hop created? By which community? • What makes Hip Hop dance music so unique? • Which moves in Hip Hop dance are hand movements? • Which moves in Hip Hop dance are turn movements? • Which moves in Hip Hop dance are bending movements? • Which moves in Hip Hop dance are circular movements? • Why is communication in a group dance important? • What success did you have today? What challenges? • What was your favorite part of today? • How can we create a fun, energetic, and creative Hip Hop dance routine? • Which moves did you use that you learned from our Unit? • Which moves did you create on your own? • In which ways did you and your group explore creativity? • Did everyone in your group have a voice? If not, how might you improve the next time we work in groups? • What did you enjoy about our Hip Hop Dance unit? • What did you learn in our Hip Hop Dance unit?
Enduring Understanding	<ul style="list-style-type: none"> • Choreography uses 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 foundation and a departure point for choreographers. • Choreographers analyze, evaluate, refine, and document their work to communicate meaning. • 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 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. • The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres, and traditions.
Practice	<p>Explore Plan Revise Express Embody, Execute Present Interpret</p>

	Critique
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> Evaluate and apply healthful strategies and safe body-us practices that are essential for the dancer. Demonstrate joint articulations and basic anatomical terms as they relate to dance. Apply kinesthetic principles and various body systems. Analyze artistic criteria to determine what makes an effective performance. Consider content, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). 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). 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. Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel. Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works. 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. Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter, and word notations). Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elemnts of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques. Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
1.1.12prof.Pr5a 1.1.12prof. Pr5b 1.1.12prof.Re9a 1.1.12prof.Pr4c 1.1.12prof.Pr5d 1.1.12prof.Pr5e 1.1.12prof.Pr6a 1.1.12prof.Pr6c 1.1.12prof.Pr6d 1.1.12prof.Cr1b 1.1.12prof.Cr2b 1.1.12prof.Cr3b 1.1.12prof.Re8a 1.1.12prof.Cn10b	<p>Students will be able to:</p> <ul style="list-style-type: none"> Learn about the history, culture, and context of Hip Hop Fusion Dance. The meaning of fusion when it comes to dance. Reflect on important dances and dance steps that have helped to create Hip Hop Fusion Dance. Reflect on the important instruments and unique rhythm that helped to create Hip Hop Fusion dance. List characteristics of Hip Hop Fusion Dance. Describe how Hip-Hop Fusion dance has changed over time. Learn dance routine. Dance with a partner and explore various Wotagei dance moves, rhythms, and steps. Students perform for class Create their own Hip Hop Fusion dance routines in small groups. 	<p>History of Hip Hop Fusion Dance</p> <p>Pre-Vocabulary Activity</p> <p>Hip Hop Fusion Routine</p> <ul style="list-style-type: none"> Split class into groups where they have to research/learn/present a Hip Hop Fusion Dance. <p>Group Performance</p> <p>Notes Catcher</p>	<p>A Historical Perspective of Hip Hop Dance</p> <p>Social Dance</p> <p>History of Hip Hop Dance: Facts About a Powerful Genre LoveToKnow</p> <p>Hip Hop History: From the Streets to the Mainstream Icon Collective</p> <p>What is hip hop fusion dance? Spin Me Round (uspinmeround.com)</p> <p>History of Jazz–Hip Hop Fusion — Timeline of African American Music (carnegiehall.org)</p> <p>Why Hip Hop is World Culture. Tedx by Ian Lawrence</p> <p>Articles:</p> <p>Hip-hop takes on climate change: artists drive the beat for environmental justice Climate change The Guardian</p>

			Meet the Teenage Indigenous Hip-Hop Artist Taking on Climate Change – Rolling Stone How Hip Hop Can Bring Green Issues to Communities of Color - Yale E360 "Changing Balance/Balancing Change" Dance Performance (U.S. National Park Service) (nps.gov) Videos: <ul style="list-style-type: none"> • Royal Family 2018 Competition • Les Twins 2012 WHHDC • Elevated 2017 World of Dance Chicago • Women Dancers Redefine Oakland's Street Dancing Scene • Fighting Climate Change with Dance
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Key Vocabulary	Breaking, B-Boy, B-Girl, Popping, Locking, 8 Count, Breaks, Street Dance, Cypher, Isolations, Groove, Waving, Levels, Freeze, Tutting, Krumping, Fall Out, Cleaning, Fundamentals, The Steve Martin, Running Man, BK Bounce, Party Machine, Butterfly, Flare, Freeze, Kip Up, Robot, Rolls/Waves, Spins, Afrika Bambaataa, New School Hip-Hop, Old-School Hip Hop, Social Dance		
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Evidence of Learning	Proficient	Accomplished	Advanced
	<ul style="list-style-type: none"> • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. • 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. • Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. 	<ul style="list-style-type: none"> • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent. • Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement. • Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions. 	<ul style="list-style-type: none"> • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. • Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent. • Develop artistic statements that reflect personal aesthetics of self-generated dance studies. • Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document

	<p>Analyze and evaluate the impact of choices made in the revision process.</p> <ul style="list-style-type: none"> • Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations). • Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. • "Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing." • Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). • Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer. • 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. • Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. • 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). • 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. • Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. 	<ul style="list-style-type: none"> • "Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies)." • "Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention." • "Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing." • Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. • Research healthful strategies essential for dancers and modify personal practice based on findings. • Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure. • Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps. • Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance. • Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition. • Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance. • "Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals" • Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model 	<p>choices made in the revision process and justify how the refinements support artistic intent.</p> <ul style="list-style-type: none"> • "Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product." • Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance. • Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments. • Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. • Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life. • Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements. • Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body. • Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance. • Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres. • Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind. • "Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and
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	<ul style="list-style-type: none"> • Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. • Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. • Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel. • "Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent." • "Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast." • "Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques." • Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. • Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives. • Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes, and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate. 	<p>performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p> <ul style="list-style-type: none"> • Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues. • Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance. • Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology. • "Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology." • Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. • "Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance." • Analyze how the role of dance in a global society has influenced various cultures, societies, and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate. 	<p>ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence."</p> <ul style="list-style-type: none"> • "Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal, and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance." • "Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues." • Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography. • Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology. • Analyze and interpret how the elements of dance, execution of dance movements and context contribute to artistic expression across different genres, styles or cultural movement practices. Use genre specific dance terminology. • Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. • Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming. • "Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate."
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Interdisciplinary Connections	<p>English Language Arts NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Comprehensive Health and Physical Education 2.2.12.MSC.2 Analyze application of force and motion and modify movement to impact performance. 2.2.12.MSC.3 Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships. 2.2.12.PF.1 Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental and emotional fitness through one’s lifetime. 2.2.12.PF.2 Respect and appreciate all levels of ability and encourage with care during all physical activities. 2.2.12.PF.5 Analyze fitness knowledge in strength, conditioning, agility, and the physiological response of the energy systems effects on the mind and body before, during and after physical fitness activities. 2.2.12.LF.2 Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. 2.2.12.LF.4 Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. 2.2.12.LF.5 Describe the social benefits gained from participating in physical activity. 2.2.12.LF.7 Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. 2.2.12.LF.8 Identify personal and community resources to explore career options related to physical activity and health.</p> <p>Visual and Performing Arts 1.3B.12prof.Cr1a Describe how sounds and short musical ideas can be used to represent personal experiences, modds, visual images, and/or storylines. 1.3B.12prof.Cr3b Share music through the use of notation, performance of technology, and demonstrate how the elements of music have been employed to realize expressive intent. 1.3B.12prof.Pr4 Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms. 1.3B.12prof.Pr4b Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creator’s intent. 1.3B.12prof.Re8 Develop and explain interpretations of varied works, demonstrating an understanding of the composer’s intent by citing the use of elements of music compositional techniques, and the style/genre and context of each work.</p>
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Diversity, Equity, & Inclusion	Amistad Law: N.J.S.A. 18A 52:16A-88
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Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p>
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Computer Science and Design Thinking	<p>8.1.12.AP.7: Collaboratively design and develop programs and artifacts for board audiences by incorporating feedback from users.</p> <p>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</p>
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Social Emotional Learning	<p>Self-Awareness</p> <ul style="list-style-type: none"> Recognize one’s feelings and thoughts Recognize the impact of one’s feelings and thoughts on one’s own behavior Recognize one’s personal traits, strengths, and limitations Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors Recognize the skills needed to establish and achieve personal and educational goals Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p>Social Awareness</p> <ul style="list-style-type: none"> Recognize and identify the thoughts, feelings, and perspectives of others Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds Demonstrate an understanding of the need for mutual respect when viewpoints differ Demonstrate an awareness of the expectations for social interactions in a variety of settings <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> Develop, implement, and model effective problem-solving and critical thinking skills Identify the consequences associated with one’s actions in order to make constructive choices Evaluate personal, ethical, safety, and civic impact of decisions <p>Relationship Skills</p> <ul style="list-style-type: none"> Establish and maintain healthy relationships Utilize positive communication and social skills to interact effectively with others Identify ways to resist inappropriate social pressure Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Identify who, when, where, or how to seek help for oneself or others when needed
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Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
		<ul style="list-style-type: none"> Provide translated notes and key vocabulary terms Provide images of key vocabulary terms and concepts Word banks Bilingual dictionaries Assistive translator technology Sentence frames Simplified notes Reduced homework Simplified word problems 	<ul style="list-style-type: none"> Display reminders Checklist of materials and tasks (printed out or digitally accessible) Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) Assistive technology (dictation, immersive reader, etc...) Flash cards Teacher notes 	<ul style="list-style-type: none"> Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Scaffolding assignments Chunking of materials Allow for errors

	<ul style="list-style-type: none"> • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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