

Dance 2 Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District Dance 2 Curriculum	
Content Area: Performing Arts	
Course Title: Dance 2	Grade level: 9-12
Unit 1: Ballet 3	Dates for Units: 4 weeks
Unit 2: Ballet 4	Dates for Units: 4 weeks
Unit 3: Jazz 3	Dates for Units: 4 weeks
Unit 4: Jazz Dance Masters	Dates for Units: 2 weeks
Unit 5: Choreography	Dates for Units: 4 weeks
Date Created: 10/16/2019	Board Approved On: 11/21/19

Lower Cape May Regional School District Dance 2 Curriculum Unit 1 Overview
Content Area: Performing Arts
Unit Title: Ballet 3
Target Course/Grade Level: 9-12
<p>Unit Summary:</p> <ul style="list-style-type: none"> After reviewing Ballet terms from Dance 1, students receive Ballet 3 terms - balancé, echappé, bourrée, couru, changement, rond de jambe and sous sous. Descriptions and demonstrations in

center and at the barre.

- Develop a barre warm-up using new terms along with terms from Dance 1. Practice and perfect new terms at the barre, in center, and progressions across the floor.
- Oral and kinesthetic test on Ballet 3 terms and progressions.

Interdisciplinary Connections:

- Science – Anatomy
- Foreign Language – French

21st Century Themes, Skills, and Standards:

- Global Awareness and Health Literacy
- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of YouTube, Garage Band, music playlists.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
NJCCCS-1.1.12.A.3	Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.
NJCCCS-1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
NJCCCS-1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
NJCCCS-1.1.12.A.1	Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.
NJCCCS-1.1.12.A.2	Categorize the elements, principles, and choreographic structures of dance masterworks.

NJCCCS-1.1.12.A.3	Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.
NJCCCS-1.1.12.A.4	Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.
NJCCCS-1.3.12.A.1	Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.
NJCCCS-1.3.12.A.2	Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
NJCCCS-1.3.12.A.3	Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
NJCCCS-1.3.12.A.4	Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.
NJCCCS-1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
NJCCCS-1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
NJCCCS-1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
NJCCCS-1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
NJCCCS-1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
NJCCCS-1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is

	performed or shown may impact perceptions of its significance/meaning.
NJCCCS-1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Unit Enduring Questions: <ul style="list-style-type: none"> • What constitutes a dance class? • What is the proper etiquette of taking a dance class? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • What constitutes a proper warm-up and know how to create your own personal warm-up.
Unit Objectives: <i>Students will know....</i> <ul style="list-style-type: none"> • The many skills a student can gain by learning through dance. 	Unit Objectives: <i>Students will be able to...</i> <ul style="list-style-type: none"> • Explain what healthy, vertical alignment is and demonstrate your own vertical alignment.

**Lower Cape May Regional School District Dance 2 Curriculum
Unit 2 Overview**

Content Area: Performing Arts

Unit Title: Ballet 4

Target Course/Grade Level: 9-12

Unit Summary:

- Students will receive Ballet 4 terms- coupé, sur le cou-de-pied, tombé, fondu, développé, cabriole and frappe, promenade. Descriptions and demonstrations in center and at the barre.
- Continuation with a barre warm-up using Ballet 1-4 terms. Practice and perfect terms in center and moving across the floor. Incorporate terms into a small combination to be used with the test.
- Oral and kinesthetic test on Ballet 4 terms.

Interdisciplinary Connections:

- Science – Anatomy
- Foreign Language – French

21st Century Themes, Skills, and Standards:

- Global Awareness and Health Literacy
- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of YouTube, Garage Band, music playlists.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
NJCCCS-1.1.12.A.3	Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.
NJCCCS-1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
NJCCCS-1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
NJCCCS-1.1.12.A.1	Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.
NJCCCS-1.1.12.A.2	Categorize the <u>elements</u> , principles, and <u>choreographic structures</u> of dance masterworks.
NJCCCS-1.1.12.A.3	Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.
NJCCCS-1.1.12.A.4	Synthesize knowledge of anatomical principles related to body alignment, <u>body patterning</u> , <u>balance</u> , strength, and coordination in compositions and performances.
NJCCCS-1.3.12.A.1	Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.
NJCCCS-1.3.12.A.2	Create theme-based solo and ensemble dances that have unity of form and

	content, conceptual coherence, and aesthetic unity.
NJCCCS-1.3.12.A.3	Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
NJCCCS-1.3.12.A.4	Collaborate in the design and production of dances that use <u>choreographic structures</u> and incorporate various media and/or technologies.
NJCCCS-1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
NJCCCS-1.4.12.A.2	Speculate on the artist's intent, using <u>discipline-specific arts terminology</u> and citing embedded clues to substantiate the hypothesis.
NJCCCS-1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
NJCCCS-1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
NJCCCS-1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
NJCCCS-1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
NJCCCS-1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Unit Enduring Questions: <ul style="list-style-type: none"> • What do you think is pretty movement? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • The way a dancer functions during class and rehearsal can help you succeed in life.

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How to use dance to express yourself without words. 	<p>Unit Objectives: <i>Students will be able to....</i></p> <ul style="list-style-type: none"> ● Create a dance phrase based on your knowledge of types of joints and the types of movement possible at each joint.
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**Lower Cape May Regional School District Dance 2 Curriculum
Unit 3 Overview**

Content Area: Performing Arts

Unit Title: Jazz 3

Target Course/Grade Level: 9-12

Unit Summary:

- Receive new Jazz 3 terms - hinge, fall, recover, jazz walk, axel turn, stag jump/leap and stag turn. Descriptions and demonstrations in center and progressions across the floor.
- Develop a jazz warm-up using terms from Dance 1 and Ballet 3 & 4. Practice and perfect terms in center and moving across the floor. Incorporate terms into a small combination to be used with the test.
- Oral and kinesthetic test on Jazz 3 terms.

Interdisciplinary Connections:

- Science – Anatomy
- Foreign Language – French

21st Century Themes, Skills, and Standards:

- Global Awareness and Health Literacy
- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of YouTube, Garage Band, music playlists.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
NJCCCS-1.1.12.A.3	Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.
NJCCCS-1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
NJCCCS-1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
NJCCCS-1.1.12.A.1	Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.
NJCCCS-1.1.12.A.2	Categorize the <u>elements</u> , principles, and <u>choreographic structures</u> of dance masterworks.
NJCCCS-1.1.12.A.3	Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.
NJCCCS-1.1.12.A.4	Synthesize knowledge of anatomical principles related to body alignment, <u>body patterning</u> , <u>balance</u> , strength, and coordination in compositions and performances.
NJCCCS-1.3.12.A.1	Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.
NJCCCS-1.3.12.A.2	Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
NJCCCS-1.3.12.A.3	Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
NJCCCS-1.3.12.A.4	Collaborate in the design and production of dances that use <u>choreographic structures</u> and incorporate various media and/or technologies.

NJCCCS-1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
NJCCCS-1.4.12.A.2	Speculate on the artist's intent, using <u>discipline-specific arts terminology</u> and citing embedded clues to substantiate the hypothesis.
NJCCCS-1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
NJCCCS-1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
NJCCCS-1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
NJCCCS-1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
NJCCCS-1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Unit Enduring Questions: <ul style="list-style-type: none"> • Can you use everyday movement and turn it into a dance? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • How dance can be a theatrical form.
Unit Objectives: <i>Students will know....</i> <ul style="list-style-type: none"> • How to develop your own aesthetic sense of what you like and dislike in viewing and learning choreography. 	Unit Objectives: <i>Students will be able to....</i> <ul style="list-style-type: none"> • Take a personal survey of your body, noting its strong points and limitations.

**Lower Cape May Regional School District Dance 2 Curriculum
Unit 4 Overview**

Content Area: Performing Arts

Unit Title: Stage Direction, Spacing and Formations

Target Course/Grade Level: 9-12

Unit Summary:

- Receive new handout showing formations and spacing for blocking and choreography – up stage, down stage, stage right, stage left, up-left, down-left, up right, down-right, center stage, a “V” or inverted “V”, a Pyramid or inverted Pyramid, Scattered and in Windows, a Circle or moving in a Circle and Two Groups dancing separately then Crossing or Merging into One Group. Descriptions and demonstrations on stage and on a white board.

Interdisciplinary Connections:

- Science – Anatomy
- Math – Geometry

21st Century Themes, Skills, and Standards:

- Global Awareness and Health Literacy
- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of YouTube, Garage Band, music playlists.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
NJCCCS-1.1.12.A.3	Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.

NJCCCS-1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
NJCCCS-1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
NJCCCS-1.1.12.A.1	Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.
NJCCCS-1.1.12.A.2	Categorize the <u>elements</u> , principles, and <u>choreographic structures</u> of dance masterworks.
NJCCCS-1.1.12.A.3	Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.
NJCCCS-1.1.12.A.4	Synthesize knowledge of anatomical principles related to body alignment, <u>body patterning</u> , <u>balance</u> , strength, and coordination in compositions and performances.
NJCCCS-1.3.12.A.1	Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.
NJCCCS-1.3.12.A.2	Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
NJCCCS-1.3.12.A.3	Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
NJCCCS-1.3.12.A.4	Collaborate in the design and production of dances that use <u>choreographic structures</u> and incorporate various media and/or technologies.
NJCCCS-1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
NJCCCS-1.4.12.A.2	Speculate on the artist's intent, using <u>discipline-specific arts terminology</u> and citing embedded clues to substantiate the hypothesis.
NJCCCS-1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

NJCCCS-1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
NJCCCS-1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
NJCCCS-1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
NJCCCS-1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Unit Enduring Questions: <ul style="list-style-type: none"> • How do the social mores of the times affect popular dance? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • The importance of knowing how to practice correctly.
Unit Objectives: <i>Students will know....</i> <ul style="list-style-type: none"> • How to make choices about your individualized training and preferred dance form. 	Unit Objectives: <i>Students will be able to....</i> <ul style="list-style-type: none"> • Design your own warm up, cool-down and stretching ritual.
Lower Cape May Regional School District Dance 2 Curriculum Unit 5 Overview	
Content Area: Performing Arts	
Unit Title: Jazz Dance Masters	
Target Course/Grade Level: 9-12	
Unit Summary: <ul style="list-style-type: none"> • Receive packet on a Jazz Dance Master (Bob Fosse, Jack Cole and Jerome Robbins), read over packet and discuss their life, dance training, dance carrier and major works. 	

- Watch videos of their choreography and compare those to each other and to other choreographers from the same time and present time.
- Learn choreography from a piece they choose from their known works.

Interdisciplinary Connections:

- ELA – Reading from magazine articles and biographies

21st Century Themes, Skills, and Standards:

- Global Awareness and Health Literacy
- Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of YouTube, Garage Band, music playlists.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
NJCCCS-1.1.12.A.3	Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.
NJCCCS-1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
NJCCCS-1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
NJCCCS-1.1.12.A.1	Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.
NJCCCS-1.1.12.A.2	Categorize the <u>elements</u> , principles, and <u>choreographic structures</u> of dance masterworks.
NJCCCS-1.1.12.A.3	Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.

NJCCCS-1.1.12.A.4	Synthesize knowledge of anatomical principles related to body alignment, <u>body patterning</u> , <u>balance</u> , strength, and coordination in compositions and performances.
NJCCCS-1.3.12.A.1	Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.
NJCCCS-1.3.12.A.2	Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
NJCCCS-1.3.12.A.3	Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
NJCCCS-1.3.12.A.4	Collaborate in the design and production of dances that use <u>choreographic structures</u> and incorporate various media and/or technologies.
NJCCCS-1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
NJCCCS-1.4.12.A.2	Speculate on the artist's intent, using <u>discipline-specific arts terminology</u> and citing embedded clues to substantiate the hypothesis.
NJCCCS-1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
NJCCCS-1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
NJCCCS-1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
NJCCCS-1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

<p>NJCCCS-1.4.12.B.3</p>	<p>Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How does/can your childhood reflect in what you create as an adult? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Gain a better understanding of periods in history through dance.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● All dance forms use basic techniques that can be compared. 	<p>Unit Objectives: <i>Students will be able to....</i></p> <ul style="list-style-type: none"> ● Understand the need for dancers and choreographers to know about the technical aspects of a production.

<p>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning</p>	
<p>Specific Formative Assessments Utilized in Daily Lessons:</p> <ul style="list-style-type: none"> ● Vocabulary ● Informal questions and answers ● Quizzes ● Kahoot 	
<p>Summative Assessment Utilized throughout Units:</p> <ul style="list-style-type: none"> ● Unit test/quizzes ● Group projects ● Individual projects 	
<p>Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● Teacher tutoring ● Peer tutoring ● Cooperative Learning Groups ● Modified Assignments ● Differentiated Instruction ● Response to Intervention (www.help4teachers.com) ● Follow all IEP and 504 modifications 	
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey 	

students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

Life and Career Standards

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below: <https://www.nj.gov/education/cccs/2014/arts/>

Project-based Learning Tasks:

- Student choreography – Students will choreography their own piece for their final project.
- Various choreography will be learned/taught to enhance learning in each unit.

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- <http://www.easybib.com/guides/citation-guides/mla-format/>
- <http://www.citationmachine.net/apa/cite-a-book>

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
- Cromebooks
- Garage band
- YouTube

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
- YouTube – Videos and music

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In

contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong

	intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.

Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the

	opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
Curriculum development Resources/Instructional Materials:	
List or Link Ancillary Resources and Curriculum Materials Here: <ul style="list-style-type: none"> • https://www.apa.org/education/k12/national-standards • National Dance Education Organization 	
Board of Education Approved Text(s)	

