

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown Upper Elementary
Arts & Technology: Performing Arts*

*Unified Dance
Grade 6*

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[Course Description and Fundamental Concepts](#)

The UES dance program provides sixth grade students the opportunity to learn about various aspects of dance from traditional to modern. Students will become familiar with the elements of dance and various components that will make dance a Unified Program.

The dance program will allow students to express themselves through movement, art mediums, and group interaction. The sixth grade program teaches performance, choreography, creativity, and etiquette. Students will expand their knowledge of how dance has influenced our society and various media.

The UES Dance classes will increase the student's ability to follow directions, increase their mobility and flexibility. Students will practice safety in the dance environment along with respecting themselves and others in the dance community.

Units

Social / Multicultural Dance

Classical Ballet

Musical Theater

Contemporary / Modern Dance

New Jersey Student Learning Standards (NJSLS)

NJSLS Visual & Performing Arts: Dance Standards by grade 8

Anchor Standard 1

Standards By Grade 8 Generating and conceptualizing ideas.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question(s): Where do choreographers get ideas for dances?

Practice: Explore

Performance Expectations:

Standard #	Standard Description
1.1.8.Cr1	a. Implement movements created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
1.1.8.Cr1	b. Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question(s): What influences choice-making in creating choreography?

Practice: Plan

Performance Expectations:

Standard #	Standard Description
1.1.8.Cr2	a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.
1.1.8.Cr2	b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Practice: Revise

Performance Expectations:

Standard #	Standard Description
1.1.8.Cr3	a. Revise choreography collaboratively or independently based on artistic criteria, self reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.
1.1.8.Cr3	b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Space, time and energy are basic elements of dance

Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?

Practice: Revise

Performance Expectations:

Standard #	Standard Description
1.1.8.Pr4	a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.
1.1.8.Pr4	b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.
1.1.8.Pr4	c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

Anchor Standard 5: Developing and Refining Techniques and models or steps needed to create products.

Enduring Understanding: The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres, and traditions.

Essential Questions: How is the body used as an instrument for technical and artistic expression?

Practice: Embody, Execute

Performance Expectations:

Standard #	Standard Description
1.1.8.Pr5	a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.
1.1.8.Pr5	b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.

1.1.8.Pr5	c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non vertical alignment. Maintain organization of the body while moving through space.
1.1.8.Pr5	d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
1.1.8.Pr5	e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

Anchor Standards 6: Conveying meaning through art.

Enduring Understanding: 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.

Essential Questions: What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

Practice: Present

Performance Expectations:

Standard #	Standard Description
1.1.8.Pr6	a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
1.1.8.Pr6	6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.
1.1.8.Pr6	Apply feedback to make changes to and adapt movements to performance areas. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document the performance process using dance and production terminology. Analyze and evaluate the success of a performance.
1.1.8.Pr6	d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question(s): : How is a dance understood?

Practice: Analyze

Performance Expectations:

Standard #	Standard Description
1.1.8.Re7	7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.

1.1.8.Re7	7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.
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Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: 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.

Essential Question(s): How is dance interpreted?

Practice: Interpret

Performance Expectations:

Standard #	Standard Description
1.1.8.Re8	a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles and cultures.

Essential Question(s): What criteria are used to evaluate dance?

Practice: : Critique

Performance Expectations:

Standard #	Standard Description
1.1.8.Re9	9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning

Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge and events around us?

Practice: Synthesize

Performance Expectations:

Standard #	Standard Description
1.1.8.Cn10	a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
1.1.8.Cn10	b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Enduring Understanding:: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question(s): How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Practice: Relate

Performance Expectations:

Standard #	Standard Description
1.1.8.Cn11	a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.

English Companion Standards

List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4	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.
1, 2, 3, 4	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
1, 2, 3, 4	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
1, 2, 3, 4	NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
1, 2, 3, 4	NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
1, 2, 3, 4	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
1, 2, 3, 4	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

1, 2, 3, 4	NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
1, 2, 3, 4	NJSLSA.R9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
1, 2, 3, 4	NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Life Literacies and Key Skills ([Standard 9.4](#))

By Grade 8

Unit Addressed	Core Idea	Standard / Description
1,2,3,4	Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	<p>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</p> <p>9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</p> <p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p>
1,2,3,4	Critical Thinking and Problem-solving: Multiple solutions often exist to solve a problem.	<p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p>

1,2,3,4	Critical Thinking and Problem-solving: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	<i>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</i>
1,2,3,4	Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.	<i>9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</i>
1,2,3,4	Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.	<i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i>
1,2,3,4	Digital Citizenship: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	<i>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</i>
1,2,3,4	Digital Citizenship: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	<i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i>
1,2,3,4	Digital Citizenship: Digital technology and data can be leveraged by communities to address effects of climate change.	<i>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i>
1,2,3,4	Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	<i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i>

1,2,3,4	<p>Information and Media Literacy: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p>	<p>9.4.8.IML.1: <i>Critically curate multiple resources to assess the credibility of sources when searching for information.</i></p> <p>9.4.8.IML.2: <i>Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i></p>
1,2,3,4	<p>Information and Media Literacy: Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p>	<p>9.4.8.IML.3: <i>Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i></p> <p>9.4.8.IML.4: <i>Ask insightful questions to organize different types of data and create meaningful visualizations.</i></p> <p>9.4.8.IML.5: <i>Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i></p>
1,2,3,4	<p>Information and Media Literacy: The mode of information can convey a message to consumers or an audience.</p>	<p>9.4.8.IML.6: <i>Identify subtle and overt messages based on the method of communication.</i></p>
1,2,3,4	<p>Information and Media Literacy: Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p>9.4.8.IML.7: <i>Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</i></p> <p>9.4.8.IML.8: <i>Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</i></p>
1,2,3,4	<p>Information and Media Literacy: There are ethical and unethical uses of information and media.</p>	<p>9.4.8.IML.9: <i>Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i></p> <p>9.4.8.IML.10: <i>Examine the consequences of the uses of media (e.g., RI.8.7).</i></p> <p>9.4.8.IML.11: <i>Predict the personal and community impact of online and social media activities</i></p>

1,2,3,4	Information and Media Literacy: There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	<p>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</p> <p>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</p> <p>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</p> <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p>
1,2,3,4	Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	<p>9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</p> <p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</p>
1,2,3,4	Technology Literacy: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	<p>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

By Grade 8

Unit Addressed	Core Idea	Standard / Description
1,2,3,4	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

		<p>9.2.8.CAP.2: <i>Develop a plan that includes information about career areas of interest.</i></p> <p>9.2.8.CAP.3: <i>Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</i></p> <p>9.2.8.CAP.4: <i>Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</i></p>
1,2,3,4	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	<p>9.2.8.CAP.5: <i>Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</i></p>
1,2,3,4	Early planning can provide more options to pay for postsecondary training and employment.	<p>9.2.8.CAP.6: <i>Compare the costs of postsecondary education with the potential increase in income from a career of choice.</i></p> <p>9.2.8.CAP.7: <i>Devise a strategy to minimize costs of postsecondary education.</i></p> <p>9.2.8.CAP.8: <i>Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</i></p> <p>9.2.8.CAP.9: <i>Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</i></p>
1,2,3,4	There are a variety of resources available to help navigate the career planning process.	<p>9.2.8.CAP.10: <i>Evaluate how careers have evolved regionally, nationally, and globally.</i></p> <p>9.2.8.CAP.11: <i>Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</i></p> <p>9.2.8.CAP.12: <i>Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</i></p>
1,2,3,4	Employee benefits can influence your employment choices.	<p>9.2.8.CAP.13: <i>Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</i></p> <p>9.2.8.CAP.14: <i>Evaluate sources of income and alternative resources to accurately compare employment options.</i></p>

1,2,3,4	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p>9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p>9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p>9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>
1,2,3,4	There are resources to help an individual create a business plan to start or expand a business.	<p>9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.</p>

Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

Unit Addressed	Artistic Process	Anchor Standard
1,2,3,4	Creating	<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p>
1,2,3,4	Connecting	<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>
1,2,3,4	Performing/ Presenting/ Producing	<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 6: Conveying meaning through art.</p>

1,2,3,4	Responding	<i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>Anchor Standard 9: Interpreting intent and meaning.</i>
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Pacing Guide

Unit/ Topic	Month (w/Approx number of Teaching Days)
Social/Multicultural Dance	September (~2 days)
Social/Multicultural Dance	October (~2 days)
Classical Ballet	November (~2 days)
Classical Ballet	December (~2 days)
Classical Ballet	January (~3 days)
Musical Theater	February (~2 days)
Musical Theater	March (~3 days)
Contemporary/Modern Dance	April (~3 days)
Contemporary/Modern Dance	May (~2 days)
Contemporary/Modern Dance	June (~2 days)

Units Scope and Sequence

Unit #1 : Social/Multicultural Dance

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 1.1.8.Cr1, 1.1.8.Cr2, 1.1.8.Cr3, 1.1.8.Pr4, 1.1.8.Pr5, 1.1.8.Pr6, 1.1.8.Re7, 1.1.8.Re8, 1.1.8.Cn10, 1.1.8.Cn11](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Career Awareness, Exploration, Preparation and Training](#)

[NJSLS - Interdisciplinary Connections](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Types of style used in Ballroom Dancing and how they evolved.
- Careers are related to social & multicultural dances.
- The purpose of social and multicultural dances.
- Describe the Latin Dances and evolution.
- Ballroom dancing in our culture today.
- American social dances and the origin.
- American Pop Culture influenced dance in America.
- Importance of dance in our culture.
- Various media and its contribution to the dance community.
- Proper techniques used in social and multicultural dance.
- Learning and creating choreography.
- Timing with music.
- Using the dance as a way of communication with a group or individual.
- Technology as a source of information, reflection, and investigation.
- Etiquettes for dancing with a partner.

Objectives

Students will be able to...

- Perform various social/multicultural dances.
- Perform with a partner & group.
- Choreograph a partner dance using Flipgrid.
- Identify various dances multicultural and social.
- Critique a dance piece or performance.
- Understand various styles in a dance.
- Use technology in the dance forum to gather information.
- Communicate using the dance.
- Strengthen peer relationships.
- Appreciate freedom of movement within a space.
- Write a critique on a performance using Google Docs.
- Use other forms of art and materials in a unit.

Unit #2 : Classical Ballet (The Nutcracker)

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 1.1.8.Cr1, 1.1.8.Cr2, 1.1.8.Cr3, 1.1.8.Pr4, 1.1.8.Pr5, 1.1.8.Pr6, 1.1.8.Re7, 1.1.8.Re8, 1.1.8.Cn10, 1.1.8.Cn11

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Career Awareness, Exploration, Preparation and Training](#)

[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- The origins of Classical Ballet.
- The influences of ballet in our culture.
- What are some of the classics?
- How ballet had changed in diversity over the years.
- The Elements of Dance.
- How can the dance be used to tell a story?
- The importance of sets and costumes to enhance a performance.
- How has the media changed the art form of ballet?
- The collaboration of fine art and ballet in art history.

Objectives

Students will be able to...

- Identify ballet choreography.
- Understand ballet terms.
- Interpret the story that's being told through the dance.
- Perform combinations.
- Critique a performance.
- Understand it's influence in movies and television.
- Know famous ballet dancers present and past.
- Identify famous works of art that included a ballet in paintings, drawings, etc...
- Discuss and understand the story of the Nutcracker.
- Understand the equipment used in Classical Ballet.

Unit #3 : Musical Theater

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 1.1.8.Cr1, 1.1.8.Cr2, 1.1.8.Cr3, 1.1.8.Pr4, 1.1.8.Pr5, 1.1.8.Pr6, 1.1.8.Re7, 1.1.8.Re8, 1.1.8.Cn10, 1.1.8.Cn11

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Career Awareness, Exploration, Preparation and Training](#)

[NJSLs - Interdisciplinary Connections](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- The origin of a musical. What was one of the first shows created?
- When were they first performed?
- The entertainers who were famous musical performers
- What is the structure of the musical?
- What types of dance is used in a musical?
- The process in which a show is developed.
- The audition process.
- How technology now enhances a production.

Objectives

Students will be able to...

- Learn different types of dance such as jazz and tap.
- Identify popular musicals.
- Create a prop/costume or design a set.
- Understand and follow choreography.
- Understand how a musical works.
- Audition for a school musical.
- Research information using technology.
- See how technology is now significant in the production of a show.

Unit #4 : Contemporary and Modern Dance

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 1.1.8.Cr1, 1.1.8.Cr2, 1.1.8.Cr3, 1.1.8.Pr4, 1.1.8.Pr5, 1.1.8.Pr6, 1.1.8.Re7, 1.1.8.Re8, 1.1.8.Cn10, 1.1.8.Cn11

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Career Awareness, Exploration, Preparation and Training](#)

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Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Understand is Contemporary and Modern Dance.
- Origin of the dances.
- What is the difference between Lyrical Dance and Classical Ballet?
- Discover how shapes make this dance unique.
- Examine how Abstract Art and Contemporary/Modern Dances are alike.
- Experiment with shape using expression and spatial awareness..

Objectives

Students will be able to...

- Improvise.
- Cross over ballet and jazz.
- Show self expression.
- Use the elements of dance in a choreographed piece.
- Understand Cannon.
- Comprehend Fluidity.
- Show emotion in a dance piece.
- Use contract and release in a dance form.
- Display levels of movement in choreographic structures.