MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

William Allen Middle School
Arts & Technology: Performing Arts

Dance
7-8

Date: August 2023
Prepared/Revised by: *Greg Harr*
Supervisor: Patricia Rowe

Contents

Mr. Mark Villanueva, President   **Ms. Brooke Mailhiot**

                                                                                Ms. Melissa Arcaro Burns

                                                                                Ms. Jill Fallows Macaluso

Ms. Cheryl Makopoulos, Vice President   **Ms. Danielle Miller**

                                                                                Mr. Maurice Weeks

                                                                                Ms. Lauren Romano

Administration

Mr. Joe Bollendorf, *Interim Superintendent of Schools*

Dr. Karen Benton, *Director of Curriculum, Instruction, & Innovation*

Dr. David Tate, *Director of Special Education*

Ms. Carole Butler, *Director of Human Resources & Diversity*

Mr. Jeffrey Arey, *Director of Educational Technology*

Mr. James Heiser, *Business Administrator/Board Secretary*

Principals

Mr. Andrew Seibel, *Moorestown High School*

Mr. Matthew Keith, *William Allen Middle School*

Ms. Susan Powell, *Moorestown Upper Elementary School*

Ms. Michelle Rowe, *George C. Baker School*

Mr. Brian Carter, *Mary E. Roberts School*

Ms. Heather Hackl, *South Valley School*

Supervisors of Curriculum and Instruction

Ms. Jacqueline Brownell, *Language Arts & Media K-12*

Ms. Julie Colby, *Mathematics K- 12*

Mr. Shawn Counard*, Athletics, Physical Education/Health K-12*

Ms. Kat D'Ambra, *Guidance K-12*

Ms. Cynthia Moskalow, *Special Education 7 – Post Graduation*

Mr. Gavin Quinn, *Science K-12*

Ms. Roseth Rodriguez, *Social Studies & World Languages K – 12*

Ms. Patricia Rowe*, Arts, Technology, Business K-12*

Ms. Leslie Wyers*, Special Education Pre-K – 6*

Course Description and Fundamental Concepts

Dance (7-8):
This course is designed to introduce students to the art form of dance and help them gain an appreciation for how it is created, interpreted, and performed. Students will learn about and practice both technical discipline and creative expression through movement. The course includes both academic and performance elements.

Fundamental Concepts:
Purpose/History/Evolution of Dance
Ballet fundamentals
Social Dancing
Creation/Performance

New Jersey Student Learning Standards (NJSLS)

Dance Standards

Anchor Standard 1: 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?

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?

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, socio-political, 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?

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?

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?

Standard #	Standard Description
1.1.8.Pr5	a. Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health and 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. 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 Standard 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?

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	b. 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	c. 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 choreographer, apply corrections, and document 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 work..
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning
Essential Question(s): How is a dance understood?

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

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?

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 Standards 9: Applying criteria to evaluate products.
Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.
Essential Questions: What criteria are used to evaluate dance?

Standard #	Standard Description
1.1.8.Re9	a. 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?

Standard #	Standard Description
1.1.8.Cn10	a. Explain how the perspectives expressed by the choreographer impacts 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 Questions: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

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 of which the dances originate.

English Companion Standards

List grade-level appropriate companion standards for <u>History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12.</u> English Companion Standards are <u>required</u> 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.
	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
	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.
	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.
	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.
	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.

	NJSLSA.R10	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
1	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
1, 2, 3, 4	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
1, 2, 3, 4	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
1, 4	NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
1, 4	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
1, 4	NJSLSA.W9	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.

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

By Grade 8		
Unit Addressed	**Core Idea**	**Standard / Description**
1	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.* *9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.* *9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.* *9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.*
1	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	*9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.*
1	Early planning can provide more options to pay for postsecondary training and employment.	*9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.* *9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.* *9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.* *9.2.8.CAP.9: 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.*
1	There are a variety of resources available to help navigate the career planning process.	*9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.*

		9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics. *9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.*
1	Employee benefits can influence your employment choices.	*9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.* *9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.*
1	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	*9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.* *9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.* *9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.* *9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.* *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*
1	There are resources to help an individual create a business plan to start or expand a business.	*9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.*

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.	***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).* ***9.4.8.CI.2***: *Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).* ***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).* ***9.4.8.CI.4***: *Explore the role of creativity and innovation in career pathways and industries*
1, 3, 4	**Critical Thinking and Problem-solving:** Multiple solutions often exist to solve a problem.	***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).* ***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).*
	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.	***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.*
1	**Digital Citizenship:** Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	***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).*

	Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.	*9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.*
1	**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.	*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.*
4	**Digital Citizenship:** Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	*9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.*
	Digital Citizenship: Digital technology and data can be leveraged by communities to address effects of climate change.	*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).*
1, 3, 4	**Global and Cultural Awareness:** Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	*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.*
1	**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.	*9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.* *9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.*

1, 4	**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.	*9.4.8.IML.3: 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).* *9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.* *9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.*
1, 4	**Information and Media Literacy:** The mode of information can convey a message to consumers or an audience.	*9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.*
1, 3	**Information and Media Literacy:** Sources of information are evaluated for accuracy and relevance when considering the use of information.	*9.4.8.IML.7: 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).* *9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).*
1	**Information and Media Literacy:** There are ethical and unethical uses of information and media.	*9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).* *9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).* *9.4.8.IML.11: Predict the personal and community impact of online and social media activities*
1	**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.	*9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.* *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).* *9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.*

		9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
	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.	9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. 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). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 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).
4	Technology Literacy: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections

Standard 8.2		Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
	Strand A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
1	Strand B	Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.
4	Strand C	Design: The design process is a systematic approach to solving problems.

	Strand D	**Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*
	Strand E	**Computational Thinking: Programming:** *Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.*

Other Interdisciplinary Content Standards
List appropriate units below for any other content/standards that <u>may be addressed</u>

Unit Addressed	Content / Standard #	Standard Description
1, 4	**Social Studies 6.2.8.HistoryCA.3.a**	*Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.*
1, 3, 4	**Social Studies 6.2.8.HistoryCC.4.g**	*Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.*
2, 3, 4	**Health and Physical Education 2.2.8.MSC.1**	*Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).*
2, 3, 4	**Health and Physical Education 2.2.8.MSC.2**	*Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.*

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
1. Introduction to Dance	**September / February** (~10 days)
2. Introduction to Ballet	**October / March** (~10 days)
3. Social Dancing	**November / April** (~8 days)
3. Social Dancing (cont) **4. Introduction to Choreography**	**December / May** (~8 days)
4. Introduction to Choreography (cont)	**January / June** (~9 days)

Unit Name: 1 - Introduction to Dance

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

Standards

NJSLS - 1.1.8.Re7 ab, 1.1.8.Re8 a, 1.1.8.Re9 a, 1.1.8.Cn10 a, 1.1.8.Cn11 a
NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Unit Big Ideas: **(What Fundamental Concepts Should be Learned during this Unit?)**

- How did dancing originate and evolve throughout history?
- What are the major styles/categories of dance, and how did each develop?
- How do artists make dancing a profession?

Objectives

Students will be able to…
- Describe key turning points in dance history.
- Identify, differentiate, and analyze major styles/categories of dance.
- Evaluate paths and options for careers in the dance profession.

Unit Name: 2 - Introduction to Ballet

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

Standards

NJSLS - 1.1.8.Pr4 abc, 1.1.8.Pr5 abce, 1.1.8.Pr6 abc, 1.1.8.Re7 ab, 1.1.8.Re8 a, 1.1.8.Re9 a
NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

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

- How do ballet dancers train in a class setting?
- What basic techniques do ballet dancers employ?
- How does ballet serve as a foundation for other styles of dance?

Objectives

Students will be able to…
- Explain and execute basic etiquette and practice for studying dance.
- Identify and execute fundamental ballet dance techniques.
- Apply basic ballet moves to other genres (e.g. jazz, tap, and modern)

Unit Name: 3 - Social Dancing

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

Standards

NJSLS - *1.1.8.Pr4 abc, 1.1.8.Pr5 abce, 1.1.8.Pr6 abc, 1.1.8.Re7 ab, 1.1.8.Re8 a, 1.1.8.Re9 a*
NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

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

- What is social dancing, and how has it been a part of human culture?
- What are major categories/styles of social dancing?
- What are basic techniques employed in common social dances?
- What are opportunities for social dancing in the local area?

Objectives

Students will be able to…
- Identify and analyze the history and major styles of social dancing.
- Identify, execute, and apply common social dance steps/combinations.
- Evaluate local options for social dancing.

Unit Name: 4 - Introduction to Choreography

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

Standards
NJSLS - 1.1.8.Cr1 ab, 1.1.8.Cr2 ab, 1.1.8.Cr3 ab, 1.1.8.Pr4 abc, 1.1.8.Pr6 abcd, 1.1.8.Re7 ab, 1.1.8.Re8 a, 1.1.8.Re8 a, 1.1.8.Cn10 ab, 1.1.8.Cn11 a   *NJSLS - Career Awareness, Exploration, Preparation, and Training*   *NJSLS - Life Literacies and Key Skills*   *NJSLS - Interdisciplinary Standards*

Unit Big Ideas: **(What Fundamental Concepts Should be Learned during this Unit?)**
● How do choreographers tell a story through dance?   ● What are basic techniques and structures used by choreographers?

Objectives
Students will be able to…   ● Identify and apply basic choreography patterns and techniques.   ● Create their own dance combinations and teach them to others.   ● Review and evaluate the process of choreography and teaching dance.

Please contact the Content Supervisor for any questions.