

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

*Moorestown High School
Arts & Technology: Performing Arts*

*Introduction to Dance
9-12*

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[Course Description and Fundamental Concepts](#)

Introduction to Dance (9-12):

This course is designed for students to explore the art form of dance in depth and the various major styles in which 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, including a student-designed performance.

Fundamental Concepts:

Kinesiology, Strength, and Conditioning

Ballet

Jazz Dancing

Tap Dancing

Modern Dance

Dance Around the World

Dance 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
1.1.12prof.Cr1	a. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
1.1.12prof.Cr1	b. Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.

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
1.1.12prof.Cr2	a. Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent
1.1.12prof.Cr2	b. Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

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
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1.1.12prof.Cr3	a. Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process
1.1.12prof.Cr3	b. Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).

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
1.1.12prof.Pr4	a. Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.
1.1.12prof.Pr4	b. Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing
1.1.12prof.Pr4	c. Perform planned and improvised movement sequences and dance combinations, with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).

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
1.1.12prof.Pr5	a. Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.
1.1.12prof.Pr5	b. Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.
1.1.12prof.Pr5	c. Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space

1.1.12prof.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).
1.1.12prof.Pr5	e. Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

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
1.1.12prof.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.
1.1.12prof.Pr6	b. Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.
1.1.12prof.Pr6	c. Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
1.1.12prof.Pr6	d. Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.

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
1.1.12prof.Re7	a. Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
1.1.12prof.Re7	b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast

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
1.1.12prof.Re8	a. Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements, and context enhance meaning and support intent using genre specific dance techniques.

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
1.1.12prof.Re9	a. Analyze 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
1.1.12prof.Cn10	a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.
1.1.12prof.Cn10	b. Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.

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
1.1.12prof.Cn11	a. Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from which the dances originate.

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
6	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, 5, 6, 7	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, 6	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, 6	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, 6	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
1, 6	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, 6	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.
	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
1, 2, 3, 4, 5, 6, 7	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 12		
Unit Addressed	Core Idea	Standard / Description
1, 2, 3, 4, 5, 7	There are strategies to improve one's professional value and marketability.	<p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p>

		<i>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</i>
1, 2, 3, 4, 5, 7	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p><i>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</i></p> <p><i>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</i></p> <p><i>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</i></p> <p><i>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</i></p> <p><i>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</i></p> <p><i>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</i></p> <p><i>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</i></p> <p><i>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</i></p>
1, 7	An individual's income and benefit needs and financial plan can change over time.	<p><i>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</i></p> <p><i>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</i></p>

1, 7	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p>9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</p> <p>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</p> <p>9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</p> <p>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</p>
1	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</p> <p>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</p>

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

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1, 2, 3, 4, 5, 6, 7	Creativity and Innovation: With a growth mindset, failure is an important part of success.	<i>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</i>
1, 2, 3, 4, 5, 6, 7	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	<i>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</i> <i>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</i>
1, 2, 3, 4, 5, 6, 7	Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<i>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</i> <i>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</i> <i>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</i> <i>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</i>
	Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.	<i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i> <i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i>

	<p>Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</p>	<p><i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i></p> <p><i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i></p> <p><i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i></p>
	<p>Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p><i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i></p>
6, 7	<p>Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p><i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i></p>
	<p>Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>
	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><i>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i></p>

6	<p>Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i></p> <p><i>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>
	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i></p> <p><i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>
	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i></p> <p><i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</i></p>
1	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p><i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</i></p>
6	<p>Information and Media Literacy: Media have embedded values and points of view.</p>	<p><i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i></p> <p><i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i></p>

6	<p>Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p>	<p><i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6).</i></p> <p><i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i></p>
1, 2, 3, 4, 5, 6, 7	<p>Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p>	<p><i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i></p> <p><i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i></p>

Interdisciplinary Connections

Standard 8.2	<p>Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>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.</i></p>	
	Strand A	<p>The Nature of Technology: Creativity and Innovation: <i>Technology systems impact every aspect of the world in which we live.</i></p>
	Strand B	<p>Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i></p>
7	Strand C	<p>Design: <i>The design process is a systematic approach to solving problems.</i></p>
7	Strand D	<p>Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i></p>
	Strand E	<p>Computational Thinking: Programming: <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i></p>

Other Interdisciplinary Content Standards		
Unit Addressed	Content / Standard #	Standard Description
1	Science HS-LS1-2	<i>Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</i>
2	Social Studies 6.2.12.HistoryCC.2.b	<i>Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).</i>
2	Social Studies 6.2.12.HistoryUP.2.a	<i>Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</i>
3, 4	Social Studies 6.1.12.EconET.8.a	<i>Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</i>
3, 4	Social Studies 6.1.12.HistoryCC.8.c	<i>Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.</i>
3, 4	Social Studies 6.1.12.HistoryUP.13.a	<i>Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.</i>
3, 4	Social Studies 6.1.12.HistoryCA.14.c	<i>Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</i>
5	Social Studies 6.1.12.HistoryUP.13.a	<i>Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.</i>
5	Social Studies 6.1.12.HistoryCA.14.c	<i>Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</i>
6	Social Studies 6.2.12.HistoryCC.5.d	<i>Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</i>

7	Physical Education 2.2.12.LF.4	<i>Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</i>
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Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
1. Intro to Movement, Dance, & Conditioning 2. Ballet	September / February (~19 days)
3. Jazz Dancing 4. Tap Dancing	October / March (~19 days)
5. Modern Dance	November / April (~16 days)
6. Dance Around the World	December / May (~15 days)
7. Dance Creation	January / June (~18 days)

[Units Scope and Sequence](#)

Unit Name: 1 - Intro to Movement, Dance, & Conditioning

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

Standards

[NJSLs](#) - 1.1.12prof.Pr5 a, b, c, d, e

[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 does human anatomy connect to movement?
- How does physical movement connect to dance?
- What training and preparation is required to study and perform dancing?

Objectives

Students will be able to...

- Discuss foundational kinesthetic principles.
- Identify parts of human anatomy necessary for studying dance.
- Explore and evaluate various techniques and philosophies for dance conditioning.

Unit Name: 2 - Ballet

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

Standards

[NJSLs - 1.1.12prof.Pr4 abc, 1.1.12prof.Pr5 ce, 1.1.12prof.Pr6 abc, 1.1.12prof.Re7 ab, 1.1.12prof.Re7a, 1.1.12prof.Re9 a, 1.1.12prof.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?)

- What is ballet, and how did it originate?
- Why is ballet so important in the evolution of the art form of dance?
- What has been the cultural impact of ballet dancing?
- How do dancers train in a class setting?
- What basic techniques do ballet dancers employ?

Objectives

Students will be able to...

- Analyze the origins and evolution of ballet dancing.
- Assess the impact of ballet in the world of dance and in the larger culture.
- Explain and execute basic etiquette and practice for studying dance.
- Identify and execute fundamental ballet dance techniques.

Unit Name: 3 - Jazz Dancing

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

Standards

[NJSLs - 1.1.12prof.Cr1 b, 1.1.12prof.Cr2 a, 1.1.12prof.Pr4 abc, 1.1.12prof.Pr5 ce, 1.1.12prof.Pr6 abc, 1.1.12prof.Re7 ab, 1.1.12prof.Re7 a, 1.1.12prof.Re9 a, 1.1.12prof.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?)

- What is jazz dancing, and how did it originate?
- Why is jazz so important in the evolution of the art form of dance?
- What has been the cultural impact of jazz dancing?
- What basic techniques do jazz dancers employ?

Objectives

Students will be able to...

- Analyze the origins and evolution of jazz dancing.
- Assess the impact of jazz dance in the world of dance and in the larger culture.
- Identify and execute fundamental jazz dance techniques.
- Create and teach basic jazz choreography.

Unit Name: 4 - Tap Dancing

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

Standards

[NJSLs - 1.1.12prof.Pr4 abc, 1.1.12prof.Pr5 ce, 1.1.12prof.Pr6 abc, 1.1.12prof.Re7 ab, 1.1.12prof.Re7a, 1.1.12prof.Re9 a, 1.1.12prof.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?)

- What is tap dancing, and how did it originate?
- Why is tap so important in the evolution of the art form of dance?
- What has been the cultural impact of tap dancing?
- What basic techniques do tap dancers employ?

Objectives

Students will be able to...

- Analyze the origins and evolution of tap dancing.
- Assess the impact of tap dance in the world of dance and in the larger culture.
- Identify and execute fundamental tap dance techniques.

Unit Name: 5 - Modern Dancing

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

Standards

[NJSLs - 1.1.12prof.Cr1 b, 1.1.12prof.Cr2 a, 1.1.12prof.Pr4 abc, 1.1.12prof.Pr5 ce, 1.1.12prof.Pr6 abc, 1.1.12prof.Re7 ab, 1.1.12prof.Re7 a, 1.1.12prof.Re9 a, 1.1.12prof.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?)

- What is modern dancing, and how did it originate?
- Why is modern so important in the evolution of the art form of dance?
- What has been the cultural impact of modern dancing?
- What basic techniques do modern dancers employ?

Objectives

Students will be able to...

- Analyze the origins and evolution of modern dancing.
- Assess the impact of modern dance in the world of dance and in the larger culture.
- Identify and execute fundamental modern dance techniques.
- Create and teach basic modern dance choreography.

Unit Name: 6 - Dance Around the World

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

Standards

[NJSLs - 1.1.12prof.Pr4 abc, 1.1.12prof.Pr5 ce, 1.1.12prof.Pr6 abc, 1.1.12prof.Re7 ab, 1.1.12prof.Re7a, 1.1.12prof.Re9 a, 1.1.12prof.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?)

- What are some of the major dance styles around the world, and what are their identifying features?
- How do culture and geography influence the creation of, observation of, and participation in dancing?
- What basic techniques are used in major dance styles around the world?

Objectives

Students will be able to...

- Analyze the origins and evolution of major dance styles around the world..
- Assess the impact of world styles in dance and in the larger culture.
- Identify fundamental dance techniques from various styles.
- Research, analyze, and discuss various world dance styles.

Unit Name: 7 - Dance Creation

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

Standards

[NJSLs - 1.1.12prof.Cr1 ab, 1.1.12prof.Cr2 ab, 1.1.12prof.Cr3 ab, 1.1.12prof.Pr4 abc, 1.1.12prof.Pr5 e, 1.1.12prof.Pr6 abcd, 1.1.12prof.Cn10 ab](#)

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

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

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

- How do choreographers make a dance go from concept to an authentic live performance?
- How do artists work collaboratively on creative and technical work to create a unified performance?

Objectives

Students will be able to...

- Identify and plan the job descriptions of artistic and technical positions
- Collaborate as artists to create a unified work
- Perform artistic and technical roles (choreographer, dancer, costumer, lighting designer, etc.)
- Review and evaluate the process of and their role in dance performance creation

Please contact the Content Supervisor for any questions.