

**North Plainfield School District
Dance III CTE**

Course Name: Dance III CTE * Repeatable *

Course NCES Code:

Grade Level(s): 11-12

Date of Adoption by NPBOE:

North Plainfield School District Dance III CTE

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Unit 1: Functional Anatomy: Strength, Flexibility & Technique

NJSLS (Standards):

1.1.12adv.Cr1a - Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice, and communicate artistic intent.

1.1.12adv.Pr4b - Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic). Work with and against rhythm of accompaniment or sound environments.

1.1.12adv.Pr5a - Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life.

1.1.12adv.Pr5b - Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements.

1.1.12adv.Pr5c - Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.

1.1.12adv.Pr5d - Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.

1.1.12adv.Pr5e - Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres.

1.1.12adv.Pr6a - Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.

1.1.12adv.Re7a - Use genre-specific dance terminology to analyze dance works from a variety of dance genres and reflecting recurring patterns of movement and their relationships in well-structured and meaningful choreography.

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1.1.12adv.Re7b - Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, and/or cultural movement practices. Use genre-specific dance terminology.

1.1.12adv.Re9a - Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and or cultural movement practice to formulate artistic expression.

1.1.12adv.Cn10a - Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.

Career Readiness

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Essential Questions:

- How do we develop technique, strength, and flexibility?
- How do we train the body effectively and efficiently?
- Why is technical proficiency important as dancers?
- What are the major muscle groups of the body?
- How will an understanding of anatomy aid dance training?
- How do we cross-train the body for dance?
- How do we design anatomically conscious exercises for dance?

Enduring Understanding (please number each):

1. The body is a dancer's instrument which needs to be trained and developed continually.
2. Dancers must have discipline in order to grow and improve in their art.
3. Proper technical training will increase the longevity of a dancer's career.
4. The body is made up of bones and muscles that work together to allow movement.

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5. Understanding how muscles make us move will allow dancers to move efficiently and safely in class.
6. There are many different ways to strengthen, stretch, and train the body.
7. Understanding muscle anatomy will allow dancers to make educated decisions on how to rehabilitate and train their bodies.

Pacing/Timeline for Unit:

8 weeks (Q1)

Interdisciplinary Connections:

- **Health & Anatomy**
 - 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness)
 - 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
 - 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
 - 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- **Social Justice Standards**
 - ID.9-12.4 I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
 - DI.9-12.6 I interact comfortably and respectfully with all people, whether they are similar to or different from me.
 - DI.9-12.8 I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
 - DI.9-12.9 I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
- **Education for Sustainability**
 - G - Inventing & Affecting the Future: The vital role of vision, imagination, and intention in creating the desired future. Students will design, implement, and assess actions in the service of their individual and collective visions.

Summative Assessment:

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- [Jury assessment](#)
- Collaborative Class Design Anatomy Assessment

Benchmark Assessment:

- Journal
- SEL Self-Evaluation

Instructional Support Materials/Resources: (Essential materials, supplementary materials, links, etc.)

- [Jacob's Pillow Interactive](#)
- [American Ballet Theatre](#)
- [100 Lessons in Classical Ballet](#) by Vera S. Kostrovitskaya
- [Conditioning for Dance: Training for peak performance in all dance forms](#) by Eric Franklin
- [Dance Anatomy](#) by Jacqui Greene Haas
- [The Student Dancer: Emotional Aspects of the Teaching and Learning of Dance](#) by Julia Buckroyd
- [Culturally Relevant Dance Pedagogy](#) by N. McCarthy-Brown
- [The Anatomy Coloring Book](#) by Wynn Kapit & Lawrence M. Elson
- [Yoga Anatomy](#) by: Leslise Kaminoff & Amy Matthews
- [The Healthy Dancer: ABT Guidelines for Dancer Health](#) by: American Ballet Theatre National Training Curriculum
- [Motor Learning and Control for Dance: Principles and Practices for Performers and Teachers](#) by: Donna H. Krasnow & M. Virginia Wilmerding
- [Teaching Dance Skills: A Motor Learning and Development Approach](#) by: Marliese Kimmerle & Paulette Cote
- [Motor Learning and Development](#) by: Pamela S. Haibach, Greg Reid, & Douglas H Collier

Learning Activities/Instructional Strategies

EU #	Timeline	General Objectives	Instructional Activities (should be digital links to activities)	Key Content/Terms	Formative Assessments
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1, 2, 3	Week 1	<p>Demonstrate kinesthetic awareness and understanding while dancing.</p> <p>Identify the bones of the skeletal system.</p> <p>Discuss the role of the skeletal system.</p>	<ul style="list-style-type: none"> ● SEL wellness practices - breathing exercises, yoga, mindfulness, journaling ● Technique class (can be any style, likely alternating on days) ● Skeletal anatomy coloring and labeling worksheets ● Interactive skeletal anatomy exploration 	<ul style="list-style-type: none"> - Alignment - Wellness - Technique - Cervical - Thoracic - Lumbar - Carpals - Tarsals - Metacarpals - Metatarsals - Medial - Lateral - Proximal - Distal 	<ul style="list-style-type: none"> ● Observation of technique class ● Anatomy Worksheets
1, 2, 4	Week 2	<p>Demonstrate kinesthetic awareness and understanding while dancing.</p> <p>Identify the major muscle groups in the body.</p> <p>Discuss the role of the muscular system</p>	<ul style="list-style-type: none"> ● SEL wellness practices - breathing exercises, yoga, mindfulness, journaling ● Technique class (can be any style, likely alternating on days) ● Muscle anatomy coloring and labeling worksheets ● Interactive muscular anatomy exploration 	<ul style="list-style-type: none"> - Quadriceps - Hamstrings - Extensors - Flexors - Abdominals - Latissimus Dorsi - Biceps - Triceps - Trapezius - Pectoralis Major - Gluteals - Rotators 	<ul style="list-style-type: none"> ● Observation of technique class ● Anatomy Worksheets

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1, 2, 4, 5	Week 3	<p>Demonstrate an understanding of muscular function while dancing.</p> <p>Identify joint actions within the body.</p> <p>Analyze movement to determine the targeted muscle group and joint action.</p>	<ul style="list-style-type: none"> - SEL wellness practices - breathing exercises, yoga, mindfulness, journaling - Technique class (can be any style, likely alternating on days) - Interactive exploration of joint actions. - Analysis of class exercises to determine joint actions and targeted muscle groups - MP1 Critique Paper - Masterwork of the style being studied - Monthly Technique Self-Assessment 	<ul style="list-style-type: none"> - Joint - Flexion - Extension - Rotation - Circumduction - Abduction - Adduction 	<ul style="list-style-type: none"> ● Observation of technique class ● Joint Action exercise analysis worksheet ● Critique Essay ● Monthly Technique Self-Assessment
1,4,5,6	Week 4	<p>Demonstrate an understanding of muscular function while dancing.</p> <p>Compare and contrast the benefits of the types of stretches.</p> <p>Apply conditioning theory to known movements to transform the outcome.</p>	<ul style="list-style-type: none"> - SEL wellness practices - breathing exercises, yoga, mindfulness, journaling - Technique class (can be any style, likely alternating on days) - Exploration of the types of stretching. - Analysis of familiar yoga postures form a stretching lens. - In groups, transform yoga asana to be a dynamic, isometric, static, and ballistic stretch. 	<ul style="list-style-type: none"> - Dynamic - Ballistic - Static - Isometric 	<ul style="list-style-type: none"> ● Observation of technique class ● Presentation of stretching exercise.
1, 3, 5, 6,7	Week 5	<p>Demonstrate an understanding of muscular function and kinesthetic awareness while dancing.</p>	<ul style="list-style-type: none"> - SEL wellness practices - breathing exercises, yoga, mindfulness, journaling - Technique class (can be any style, likely alternating on days) 		<ul style="list-style-type: none"> ● Observation of technique class ● Anatomy quiz - musculoskeletal

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		Collaborate with peers to devise a dance class through the musculoskeletal lens.	<ul style="list-style-type: none"> - Anatomy quiz - Collaborative project - goals of the class, devising exercises 		system, joint actions, types of stretching <ul style="list-style-type: none"> • Class design project - check in
1, 3, 5, 6, 7	Week 6	Demonstrate an understanding of muscular function and kinesthetic awareness while dancing. Collaborate with peers to devise a dance class through the musculoskeletal lens.	<ul style="list-style-type: none"> - SEL wellness practices - breathing exercises, yoga, mindfulness, journaling - SEL Self-Assessment - What is Wellness discussion - Technique class - Jury (can be in any style) - Collaborative project - Devising exercises, written response of targeted muscle groups, joint actions, dance application 	Wellness	<ul style="list-style-type: none"> • Observation of technique class • SEL self-assessment • Collaborative technique class design project - check in
1, 2, 5, 6, 7	Week 7	Demonstrate an understanding of muscular function and kinesthetic awareness while dancing. Collaborate with peers to devise a dance class through the musculoskeletal lens.	<ul style="list-style-type: none"> - SEL wellness practices - breathing exercises, yoga, mindfulness, journaling - Technique class - Jury (can be in any style) - Collaborative project - Presentation (will become jury class) 		<ul style="list-style-type: none"> • Observation of technique class • Dance exercise design project
1, 2, 3	Week 8	Demonstrate an understanding of muscular function and kinesthetic awareness while dancing.	<ul style="list-style-type: none"> - SEL wellness practices - breathing exercises, yoga, mindfulness, journaling - Technique class - Jury (exercises from project implemented in assessment) - Monthly Technique Self-Assessment 		<ul style="list-style-type: none"> - Jury assessment - Final journal check-in - Monthly Technique Self-Assessment

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Instructional Adjustments: Modifications for Special Education, English Language Learners, and Gifted Students, At-Risk Students, or 504 students (or possible areas to anticipate misunderstanding)	<ul style="list-style-type: none"> • NPSD Accommodation Chart
Suggested Technological Innovations/ Use (Standards 8.1 & 8.2):	8.1.12.D.1
Suggested Service Learning Activities:	<ul style="list-style-type: none"> • Fall Festival Performance • Injury Prevention Workshop
<u>Holocaust Commission Mandate:</u>	N/A (See Unit 4)
<u>Amistad Commission Mandate:</u>	N/A (See Unit 3)

Cross-Curricular/ 21st Century Connections: Standard 9 - 21 st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.					
21 st Century Themes:		Global Awareness	21 st Century Skills	X	Creativity and Innovation Students will take the anatomy content taught in class and apply it to devise a unique wellness plan that suits their goals and lifestyle.
					Media Literacy

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		Civic Literacy		X	<p>Critical Thinking and Problem Solving</p> <p>Students will continue to develop their critical thinking by applying information learned in class to find a ‘solution’ for their wellness goals. Students will evaluate the various angles and approaches they can take.</p>
					Life and Career Skills
		Financial, Economic, Business, and Entrepreneurial Literacy			Information and Communication Technologies
					Literacy Communication and Collaboration
	X	<p>Health Literacy</p> <p>Students will explore strategies for managing stress and exercising properly. They will develop a practice that is best suited for them.</p>			Information Literacy

Social-Emotional Learning: Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions.

X	Self-Awareness	<ul style="list-style-type: none"> Recognize one’s feelings and thoughts
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Students will build their self-awareness through reflective journals and by devising a wellness plan aligned with their personal goals.		<ul style="list-style-type: none"> ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges
X Students will self-manage by integrating wellness practices explored in class to help them overcome stress and meet deadlines.	Self-Management	<ul style="list-style-type: none"> ● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
X Students will demonstrate respect for their peers and build supportive interactions through	Social Awareness	<ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Demonstrate an awareness of the expectations for social interactions in a variety of settings

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self-awareness of actions, words, and tone.		
	Responsible Decision-Making	<ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions
<p style="text-align: center;">X</p> <p>Students will demonstrate respect when collaborating with peers through supportive words and tone and trying everyone's ideas.</p>	Relationship Skills	<ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed

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Unit 2: Devising a Performance

NJSLS (Standards):

1.1.12adv.Cr1a - Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice, and communicate artistic intent.

1.1.12adv.Cr1b - Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

1.1.12adv.Pr4a - Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.

1.1.12adv.Pr4b - Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic). Work with and against rhythm of accompaniment or sound environments.

1.1.12adv.Pr4c - Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

1.1.12adv.Pr5c - Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.

1.1.12adv.Pr6a - Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.

1.1.12adv.Pr6b - Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions-oriented to achieve performance excellence.

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1.1.12adv.Pr6c - Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a Performance.

1.1.12adv.Pr6d - Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues.

1.1.12adv.Re7a - Use genre-specific dance terminology to analyze dance works from a variety of dance genres and reflecting recurring patterns of movement and their relationships in well-structured and meaningful choreography.

1.1.12adv.Re7b - Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, and/or cultural movement practices. Use genre-specific dance terminology.

1.1.12adv.Re9a - Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and or cultural movement practice to formulate artistic expression.

1.1.12adv.Cn10a - Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.

1.1.12adv.Cn10b - Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming.

Career Readiness

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Essential Questions:

- Where do choreographers get ideas for a dance?
- What are choreographic structures that can be used to communicate the intention or concept of a dance?
- How do choreographers communicate an idea and intention to an audience?
- How do choreographers create a movement vocabulary for a dance?
- How do you choreograph an ensemble dance?
- How do dancers prepare for a performance?

Enduring Understanding (please number each):

1. Choreographers must have a clear idea/concept in order to choreograph a dance.
2. Inspiration for dances can come from anywhere.
3. Choreographers use a variety of different tools to create a cohesive dance.
4. Choreographers must establish a clear vocabulary with which to communicate with their dancers.
5. Dances take a great deal of preparation and planning to devise.
6. Dancers must be physically and mentally engaged to prepare for a performance.

Pacing/Timeline for Unit:

10 Weeks (Q1 - Q2)

Interdisciplinary Connections:

* Dependent on Year/Topic

- English
 - 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.
 - 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.

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- 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.
- NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- History
 - 6.2.12.CivicsPI.6.a Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
 - 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- [Social Justice Standards](#)
 - ID.9-12.4 I express pride and confidence in my identity without perceiving or treating anyone else as inferior
 - DI.9-12.6 I interact comfortably and respectfully with all people, whether they are similar to or different from me.
 - DI.9-12.8 I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
 - DI.9-12.9 I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
 - JU.9-12.11 I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
- [Education for Sustainability](#)
 - G - Inventing & Affecting the Future: The vital role of vision, imagination, and intention in creating the desired future. Students will design, implement, and assess actions in the service of their individual and collective visions.

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- H - Multiple Perspectives: The perspectives, life experiences, and cultures of others, as well as our own. Students will know, understand, value, and draw from multiple perspectives in order to co-create with diverse stakeholders shared and evolving visions and actions in the service of a healthy and sustainable future locally and globally.

Summative Assessment:

- [CTE Winter Dance Concert](#)

Benchmark Assessment:

- Research Socratic Discussion
- Self-Critique Assessment

Instructional Support Materials/Resources: (Essential materials, supplementary materials, links, etc.)

* Dependent on Year/Topic

- [Jacob's Pillow Interactive](#)
- [The Student Dancer: Emotional Aspects of the Teaching and Learning of Dance](#) by Julia Buckroyd
- [Culturally Relevant Dance Pedagogy](#) by N. McCarthy-Brown

Learning Activities/Instructional Strategies

EU #	Timeline	General Objectives	Instructional Activities (should be digital links to activities)	Key Content/Terms	Formative Assessments
1, 2, 5	Week 1	Demonstrate kinesthetic awareness, functional alignment, musicality, and dynamics while dancing.	<ul style="list-style-type: none"> - SEL wellness practices - breathing exercises, mindfulness - Technique class - (can be in any style) - Preliminary Concert Research - Generate topic and list of guiding questions 	* Dependent on concert topic *	<ul style="list-style-type: none"> ● Observation of a technique class ● Guiding research question list

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		Collaborate to develop a concert topic for exploration.			
1, 2, 5	Weeks 2 - 3	<p>Demonstrate kinesthetic awareness, functional alignment, musicality, and dynamics while dancing.</p> <p>Investigate the chosen topic through a dance lens.</p> <p>Research the chosen topic while seeking out multiple perspectives.</p>	<ul style="list-style-type: none"> - SEL wellness practices - breathing exercises, mindfulness - Technique class - (can be in any style) - Research concert topic - complete research guide questions - Socratic Discussion about research findings - Storyboard Concert, establish movement vocabulary - Improvise and continue to add to movement vocabulary - Begin choreographing concert 	* Dependent on concert topic *	<ul style="list-style-type: none"> ● Observation of a technique class ● Research guide ● Discussions about research ● Monthly Technique Self-Assessment ● Socratic Discussion
1, 4, 5, 6	Weeks 4 - 5	Demonstrate kinesthetic awareness, functional alignment, musicality, and dynamics while dancing.	<ul style="list-style-type: none"> - SEL & Technique warm-up (daily) - Continue improvising, choreographing, and rehearsing concert - Watch recordings of rehearsal for self-assessment - Organize student choreography tasks - Organize Production Teams 	* Dependent on concert topic *	<ul style="list-style-type: none"> ● Observation of rehearsal ● Concert topic discussions ● Production Team Check-ins ● Rehearsal self-assessment ● Journal reflections

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		Collaborate to devise an evening length performance.	<ul style="list-style-type: none"> - Rehearsal Journal - MP2 Critique 		<ul style="list-style-type: none"> • Critique Essay
1, 3, 5, 6	Weeks 6 - 8	<p>Demonstrate kinesthetic awareness, functional alignment, musicality, and dynamics while dancing.</p> <p>Collaborate to devise an evening length performance.</p>	<ul style="list-style-type: none"> - SEL & Technique warm-up (daily) - Finish concert choreography & rehearse - Self-assess from rehearsal videos - Production Teams Check ins - organizing final theatrical elements (costumes, set, lights, video, etc.) - Rehearsal Journal 		<ul style="list-style-type: none"> • Observation of rehearsal • Concert topic discussions • Rehearsal self-assessment • Production Team Check-ins • Journal reflections
1, 3, 5, 6	Weeks 9 - 10	<p>Demonstrate kinesthetic awareness, functional alignment, musicality, and dynamics while dancing.</p> <p>Collaborate to devise an evening length performance.</p>	<ul style="list-style-type: none"> - SEL & Technique warm-up (daily) - Set and rehearse on stage. - Rehearsal Journal 		<ul style="list-style-type: none"> • Observation of rehearsal • Monthly Technique Self-Assessment
2, 3, 4, 5, 6	Weeks 11 - 12	Demonstrate kinesthetic awareness, functional alignment,	<ul style="list-style-type: none"> - SEL & Technique warm-up (daily) - Rehearse on stage - Watch performance and self-assess 		<ul style="list-style-type: none"> • Winter CTE Concert • Winter CTE Concert Reflection and Topic Paper

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		<p>musicality, and dynamics while dancing.</p> <p>Collaborate to devise an evening length performance.</p> <p>Reflect on the choreographic and research process</p>			
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Instructional Adjustments: Modifications for Special Education, English Language Learners, and Gifted Students, At-Risk Students, or 504 students (or possible areas to anticipate misunderstanding)	<ul style="list-style-type: none"> • NPSD Accommodation Chart
Suggested Technological Innovations/ Use (Standards 8.1 & 8.2):	8.1.12.D.1
Suggested Service Learning Activities:	<ul style="list-style-type: none"> • Love Your Body Week Activities • Elementary School Tours
<u>Holocaust Commission Mandate:</u>	N/A (See Unit 4)
<u>Amistad Commission Mandate:</u>	N/A (See Unit 3)

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Cross-Curricular/ 21st Century Connections:

Standard 9 - 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21 st Century Themes:	X	Global Awareness Students will research a current or historical topic and look at the impact that it has on their community. Their findings and learnings will be presented through choreography at a dance concert.	21 st Century Skills	X	Creativity and Innovation Students will expand their creativity by synthesizing their research on a current event or historical topic into a comprehensive choreography concert.
					Media Literacy
		Civic Literacy		X	Critical Thinking and Problem Solving Students will demonstrate critical thinking as they research a topic and gather information from a variety of sources. They will then collaborate to devise an effective way to present their research to their audience through choreography.
					Life and Career Skills
		Financial, Economic, Business, and Entrepreneurial Literacy			Information and Communication Technologies
				X	Literacy Communication and Collaboration

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					Students will demonstrate communication literacy as they effectively collaborate with their peers to produce a dance concert.
		Health Literacy			Information Literacy

Social-Emotional Learning: Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions.

<p style="text-align: center;">X</p> <p>Students will continue to build their self-awareness through reflective journals and integrating wellness strategies into each class.</p>	Self-Awareness	<ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges
<p style="text-align: center;">X</p> <p>Students will self-manage by integrating wellness practices explored in class to</p>	Self-Management	<ul style="list-style-type: none"> ● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

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help them overcome stress and meet deadlines.		
<p style="text-align: center;">X</p> <p>Students will demonstrate respect for their peers and build supportive interactions through self-awareness of actions, words, and tone.</p>	Social Awareness	<ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Demonstrate an awareness of the expectations for social interactions in a variety of settings
<p style="text-align: center;">X</p> <p>Students will demonstrate critical thinking skills when evaluating research materials and synthesizing into choreography.</p>	Responsible Decision-Making	<ul style="list-style-type: none"> ● Develop, implement, and model effective problem-solving and critical thinking skills ● Identify the consequences associated with one's actions in order to make constructive choices ● Evaluate personal, ethical, safety, and civic impact of decisions
<p style="text-align: center;">X</p> <p>Students will demonstrate respect when</p>	Relationship Skills	<ul style="list-style-type: none"> ● Establish and maintain healthy relationships ● Utilize positive communication and social skills to interact effectively with others ● Identify ways to resist inappropriate social pressure ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

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collaborating with peers through supportive words and tone and trying everyone's ideas.		<ul style="list-style-type: none">Identify who, when, where, or how to seek help for oneself or others when needed
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Unit 3: The Artist Within: Technique, History, & Creative Practices

NJSLS (Standards):

- 1.1.12adv.Cr1a: Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent.
- 1.1.12adv.Cr1b: Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.
- 1.1.12adv.Cr2a: Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.
- 1.1.12adv.Cr2b: Develop artistic statements that reflect personal aesthetics of self-generated dance studies.
- 1.1.12adv.Cr3a: Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent.
- 1.1.12adv.Pr4a: Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
- 1.1.12adv.Pr4b: Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments.
- 1.1.12adv.Pr4c: Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
- 1.1.12adv.Re9a: Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to formulate artistic expression.

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1.1.12adv.Cn10a: Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.

1.1.12adv.Cn11a: Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate.

Career Readiness

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Essential Questions:

- How do we develop technique, strength, and flexibility?
- How do we train the body effectively and efficiently?
- How is the evolution of dance impacted by the surrounding society?
- How will observing dance improve our own dance artistry?
- How do our own personal experiences impact how we view dance?
- What role does dance play in a global society?
- How do choreographers communicate an idea and intention to an audience?
- How do choreographers generate movement for a dance?
- How does space impact the way we view choreography?

Enduring Understanding (please number each):

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1. The body is a dancer's instrument which needs to be trained and developed continually.
2. Proper technical training will increase the longevity of a dancer's career.
3. Dance is a direct product of society and culture.
4. Space, sound, costume, and movement all impact how a dance is perceived by an audience.
5. Observing and reflecting on masterworks helps to develop one's own artistry.
6. There are many ways to observe and interpret dance.
7. Dance can help us interpret and comment on global events.

Pacing/Timeline for Unit:

10 Weeks (Q3 - Q4)

Interdisciplinary Connections:

- English
 - 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.
 - NJSLSA.W8 Gather relevant information from multiple print and digital sources, a
 - NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - 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.
 - NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- History
 - 6.2.12.CivicsPI.6.a Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

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- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- [Social Justice Standards](#)
 - ID.9-12.4 I express pride and confidence in my identity without perceiving or treating anyone else as inferior
 - DI.9-12.6 I interact comfortably and respectfully with all people, whether they are similar to or different from me.
 - DI.9-12.8 I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
 - DI.9-12.9 I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
 - DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
 - JU.9-12.11 I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
 - JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
- [Education for Sustainability](#)
 - G - Inventing & Affecting the Future: The vital role of vision, imagination, and intention in creating the desired future. Students will design, implement, and assess actions in the service of their individual and collective visions.
 - H - Multiple Perspectives: The perspectives, life experiences, and cultures of others, as well as our own. Students will know, understand, value, and draw from multiple perspectives in order to co-create with diverse stakeholders shared and evolving visions and actions in the service of a healthy and sustainable future locally and globally.

Summative Assessment:

- [Solo Choreography](#)

Benchmark Assessment:

- African Diaspora Dance Exploration
- [No Manifesto Movement Study](#)
- [Site Specific Movement Study](#)

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Instructional Support Materials/Resources: (Essential materials, supplementary materials, links, etc.)

- [Accelerated Motion Dance History](#)
- [Jacob's Pillow Interactive](#)
- [American Ballet Theatre](#)
- [100 Lessons in Classical Ballet](#) by Vera S. Kostrovitskaya
- [Conditioning for Dance: Training for peak performance in all dance forms](#) by Eric Franklin
- [The Student Dancer: Emotional Aspects of the Teaching and Learning of Dance](#) by Julia Buckroyd
- [Culturally Relevant Dance Pedagogy](#) by N. McCarthy-Brown
- [Motor Learning and Control for Dance: Principles and Practices for Performers and Teachers](#) by: Donna H. Krasnow & M. Virginia Wilmerding
- [Teaching Dance Skills: A Motor Learning and Development Approach](#) by: Marliese Kimmerle & Paulette Cote
- [Motor Learning and Development](#) by: Pamela S. Haibach, Greg Reid, & Douglas H Collier
- [Prime Movers: The Makers of Modern Dance in America](#) by: Joseph H. Amazon
- [History of Dance](#) by: Gayle Kassing
- [The Creative Habit: Learn It and Use It for Life](#) by: Twyla Tharp
- [Writing About Dance](#) by: Wendy Oliver
- [The Critical Response Process](#) by: Liz Lerman
- *Pina* (movie)
- *Cage & Cunningham* (movie)

Learning Activities/Instructional Strategies

EU #	Timeline	General Objectives	Instructional Activities (should be digital links to activities)	Key Content/Terms	Formative Assessments
1, 2, 3, 7	Weeks 1-2	Refine technical proficiency and demonstrate embodied dynamics	<ul style="list-style-type: none"> - SEL warm-up & Modern technique class (daily) - Journal reflections - KWL of African Diaspora and African dance forms 	<ul style="list-style-type: none"> • African Diaspora 	<ul style="list-style-type: none"> • Observation of technique class • Journal Reflections

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		<p>and functional anatomy.</p> <p>Analyze and discuss the impact of African Diaspora on various dance styles.</p> <p>Research and embody various dance styles stemming from African Diaspora.</p>	<ul style="list-style-type: none"> - Small group investigations of specific dance styles influenced by the African Diaspora - Group presentation and class on research dance style - Final reflection of African Diaspora and compare and contrast of dance styles 		<ul style="list-style-type: none"> ● Discussion of African Diaspora dance forms ● Group presentation and exercises of researched dance styles ● Final reflection comparing the dance styles researched and discussing impact of African Diaspora ● Monthly Technique Self-Assessment
1, 2, 3, 5, 7	Weeks 3 - 4	<p>Refine technical proficiency and demonstrate embodied dynamics and functional anatomy.</p> <p>Explain the impact of the post-modern pioneers.</p> <p>Analyze and devise a unique movement study based on one's own observed movement habits.</p>	<ul style="list-style-type: none"> - SEL warm-up & Modern technique class (daily) - Journal Reflections - Postmodernism Dance History Prezi & Notes - Yvonne Rainer's <i>No Manifesto</i> Analysis & Meredith Monk - Yes & No Manifesto movement study 	<ul style="list-style-type: none"> ● Postmodernism ● manifesto 	<ul style="list-style-type: none"> ● Observation of technique class ● Journal Reflections ● No Manifesto Movement Study

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1, 2, 3, 5, 7	Weeks 5-6	<p>Refine technical proficiency and demonstrate embodied dynamics and functional anatomy.</p> <p>Devise a unique site-specific movement study entirely dependent and influenced by the surrounding environment.</p> <p>Devise a personal artistic statement and choreographic proposal.</p>	<ul style="list-style-type: none"> - SEL warm-up & Modern technique class (daily) - Journal Reflections - Exploration & Analysis of Trisha Brown <i>Man Walking Down a Side of a Building</i> - Site Specific Movement Study - MP3 Postmodernism Critique - Twyla Tharp and the Creative Autobiography - Devise an artistic statement - Devise a choreographic proposal 	<ul style="list-style-type: none"> ● Site-specific ● Artistic Statement ● Choreographic Proposal 	<ul style="list-style-type: none"> ● Observation of technique class ● Journal Reflections ● Site Specific Movement Study ● Critique Essay ● Creative Autobiography ● Artistic Statement ● Choreographic Proposal ● Monthly Technique Self-Assessment
1, 2, 4, 6	Weeks 7-8	<p>Refine technical proficiency and demonstrate embodied dynamics and functional anatomy.</p> <p>Choreograph an original piece aligned with your artistic statement and choreographic proposal.</p>	<ul style="list-style-type: none"> - SEL warm-up & Modern technique class (daily) - Journal Reflections - Choreographic work period - Choreographic journal and self-assessment - Mixed-ability movers: Candoco, Kitty Lunn 		<ul style="list-style-type: none"> ● Observation of technique class & independent rehearsal ● Journal Reflections

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1, 2, 4, 6	Weeks 9-10	<p>Refine technical proficiency and demonstrate embodied dynamics and functional anatomy.</p> <p>Choreograph an original piece aligned with your artistic statement and choreographic proposal.</p>	<ul style="list-style-type: none"> - SEL warm-up & Modern technique class (daily) - Journal Reflections - Choreographic work period - Work in progress peer feedback 		<ul style="list-style-type: none"> ● Observation of technique class & independent rehearsal ● Journal Reflections ● Work in progress
1, 2, 4, 6	Weeks 11-12	<p>Refine technical proficiency and demonstrate embodied dynamics and functional anatomy.</p> <p>Choreograph an original piece aligned with your artistic statement and choreographic proposal.</p>	<ul style="list-style-type: none"> - SEL warm-up & Modern technique class (daily) - Journal Reflections - Choreography Presentation - Reflection of choreography assignment - Auditions for Spring Concert student slots 		<ul style="list-style-type: none"> ● Observation of technique class & independent rehearsal ● Journal Reflections ● Final Choreography

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Instructional Adjustments: Modifications for Special Education, English Language Learners, and Gifted Students, At-Risk Students, or 504 students (or possible areas to anticipate misunderstanding)	<ul style="list-style-type: none"> • NPSD Accommodation Chart
Suggested Technological Innovations/ Use (Standards 8.1 & 8.2):	8.1.12.D.1
Suggested Service Learning Activities:	<ul style="list-style-type: none"> • Bring Your Child to Work Day Student Led Dance Classes • Guest Artist Classes - Set Dances for Spring Concert
<u>Holocaust Commission Mandate:</u>	N/A (See Unit 4)
<u>Amistad Commission Mandate:</u>	African Diaspora Dance Exploration

Cross-Curricular/ 21st Century Connections: Standard 9 - 21 st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.					
21 st Century Themes:	X	Global Awareness Students will first expand their global awareness by learning about the impact of African Diaspora on the development of various dance styles. They will then create a solo based	21 st Century Skills	X	Creativity and Innovation Students will demonstrate their creativity by taking the post-modern tenants and reimagining them to create a solo based on a topic of their choice.
					Media Literacy

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		on a topic of their choosing which they will research throughout the unit.			
		Civic Literacy		X	Critical Thinking and Problem Solving Students will first think critically as they research a dance topic and the influence of African dance on that topic. They will then problem solve as they choreograph a solo integrating post-modern tenants.
		Financial, Economic, Business, and Entrepreneurial Literacy			Life and Career Skills
				Information and Communication Technologies	
		Health Literacy		X	Literacy Communication and Collaboration Students will demonstrate communication literacy as they effectively collaborate with their peers as they research a dance topic.
				Information Literacy	

Social-Emotional Learning: Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions.

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<p style="text-align: center;">X</p> <p>Students will continue to build their self-awareness through reflective journals and integrating wellness strategies into each class.</p>	<p>Self-Awareness</p>	<ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges
<p style="text-align: center;">X</p> <p>Students will self-manage by integrating wellness practices explored in class to help them overcome stress and meet deadlines.</p>	<p>Self-Management</p>	<ul style="list-style-type: none"> ● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
<p style="text-align: center;">X</p> <p>Students will demonstrate respect for their peers and build supportive interactions through</p>	<p>Social Awareness</p>	<ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Demonstrate an awareness of the expectations for social interactions in a variety of settings

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self-awareness of actions, words, and tone.		
<p style="text-align: center;">X</p> <p>Students will demonstrate critical thinking skills through reimaging post-modern tenants into a solo.</p>	Responsible Decision-Making	<ul style="list-style-type: none"> ● Develop, implement, and model effective problem-solving and critical thinking skills ● Identify the consequences associated with one's actions in order to make constructive choices ● Evaluate personal, ethical, safety, and civic impact of decisions
<p style="text-align: center;">X</p> <p>Students will demonstrate respect when collaborating with peers through supportive words and tone and trying everyone's ideas.</p>	Relationship Skills	<ul style="list-style-type: none"> ● Establish and maintain healthy relationships ● Utilize positive communication and social skills to interact effectively with others ● Identify ways to resist inappropriate social pressure ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways ● Identify who, when, where, or how to seek help for oneself or others when needed

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Unit 4: Dance Beyond the Stage: Technique, Digital Design & Inquiry

NJSLS (Standards):

1.1.12adv.Cr3b - Create a portfolio of original dances, using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product.

1.1.12adv.Pr4a - Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.

1.1.12adv.Pr4b - Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic). Work with and against rhythm of accompaniment or sound environments.

1.1.12adv.Pr4c - Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

1.1.12adv.Pr5c - Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.

1.1.12adv.Pr5d - Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.

1.1.12adv.Pr5e - Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres.

1.1.12adv.Re7a - Use genre-specific dance terminology to analyze dance works from a variety of dance genres and reflecting recurring patterns of movement and their relationships in well-structured and meaningful choreography.

1.1.12adv.Re9a - Define personal artistic preferences to critique dance and justify the point of view. Consider content,

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context, genre, style, and or cultural movement practice to formulate artistic expression.

1.1.12adv.Cn10a - Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.

Career Readiness

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Essential Questions:

- How do we develop technique, strength, and flexibility?
- How do we train the body effectively and efficiently?
- How can dance be used as a catalyst for change?
- In what ways can dancers and choreographers present themselves to the world?
- How do the skill sets learned in dance support learners in other areas?

Enduring Understanding (please number each):

1. The body is a dancer's instrument which needs to be trained and developed continually.
2. Proper technical training will increase the longevity of a dancer's career.
3. Dance can help us interpret and comment on global events.
4. Dance is a direct product of society and culture.
5. Dancers and choreographers use various platforms to curate their image for self-promotion.
6. The skills learned in dance extend far beyond the studio classroom.

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Pacing/Timeline for Unit:

6 Weeks (Q4)

Interdisciplinary Connections:

- English
 - 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.
 - NJSLSA.W8 Gather relevant information from multiple print and digital sources, a
 - NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - 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.
 - NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- History
 - 6.1.12.CivicsHR.15.a Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
 - 6.2.12.CivicsHR.8.a Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
 - 6.2.12.CivicsPI.6.a Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
 - 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- [Social Justice Standards](#)

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- ID.9-12.4 I express pride and confidence in my identity without perceiving or treating anyone else as inferior
- DI.9-12.6 I interact comfortably and respectfully with all people, whether they are similar to or different from me.
- DI.9-12.8 I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
- DI.9-12.9 I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
- DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
- JU.9-12.11 I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
- JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
- [Education for Sustainability](#)
 - G - Inventing & Affecting the Future: The vital role of vision, imagination, and intention in creating the desired future. Students will design, implement, and assess actions in the service of their individual and collective visions.
 - H - Multiple Perspectives: The perspectives, life experiences, and cultures of others, as well as our own. Students will know, understand, value, and draw from multiple perspectives in order to co-create with diverse stakeholders shared and evolving visions and actions in the service of a healthy and sustainable future locally and globally.

Summative Assessment:

- [Portfolio Project](#)
- [Spring Dance Concert](#)

Benchmark Assessment:

- Genocide Movement Study & Speech
- [Jury assessment](#)

Instructional Support Materials/Resources: (Essential materials, supplementary materials, links, etc.)

- [Genocide Watch](#)

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- [Refugee Crisis Links](#)
- [Accelerated Motion Dance History](#)
- [Jacob's Pillow Interactive](#)
- [American Ballet Theatre](#)
- [100 Lessons in Classical Ballet](#) by Vera S. Kostrovitskaya
- [Conditioning for Dance: Training for peak performance in all dance forms](#) by Eric Franklin
- [The Student Dancer: Emotional Aspects of the Teaching and Learning of Dance](#) by Julia Buckroyd
- [Culturally Relevant Dance Pedagogy](#) by N. McCarthy-Brown
- [Motor Learning and Control for Dance: Principles and Practices for Performers and Teachers](#) by: Donna H. Krasnow & M. Virginia Wilmerding
- [Teaching Dance Skills: A Motor Learning and Development Approach](#) by: Marliese Kimmerle & Paulette Cote
- [Motor Learning and Development](#) by: Pamela S. Haibach, Greg Reid, & Douglas H Collier
- [Writing About Dance](#) by: Wendy Oliver

Learning Activities/Instructional Strategies

EU #	Timeline	General Objectives	Instructional Activities (should be digital links to activities)	Key Content/Terms	Formative Assessments
1, 2, 3, 4, 6	Week 1	<p>Refine technical proficiency and demonstrate embodied dynamics and functional anatomy.</p> <p>Research, analyze and discuss the causes and impacts of a specific Genocide/Refugee crisis.</p>	<ul style="list-style-type: none"> - SEL warm-up & Modern technique class (daily) - Journal reflections - KWL of Genocides/Refugee Crises - Small group investigations of specific Genocide/Refugee Crisis - Group creation of movement study based on researched genocide/refugee crisis. 	<ul style="list-style-type: none"> ● Genocide ● Refugee ● Crisis 	<ul style="list-style-type: none"> ● Observation of technique class ● Journal Reflections ● Discussion of Genocide/Refugee crises ● Observation of group rehearsal process ● Monthly Technique Self-Assessment

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		Collaborate to create an original movement study rooted in a researched Genocide/Refugee crisis.			
1, 2, 3, 4, 6	Week 2	<p>Refine technical proficiency and demonstrate embodied dynamics and functional anatomy.</p> <p>Research, analyze and discuss the causes and impacts of a specific Genocide/Refugee crisis.</p> <p>Collaborate to create an original movement study rooted in a researched Genocide/Refugee crisis.</p>	<ul style="list-style-type: none"> - SEL warm-up & Modern technique class (daily) - Journal reflections - Group creation of movement study based on researched genocide/refugee crisis. - Group creation of speech to present to UN. - Presentation to class of UN speech and group movement study. - Final class discussion and written reflection of Genocide/Refugee Crises project. 		<ul style="list-style-type: none"> ● Observation of technique class ● Journal Reflections ● Discussion of Genocide/Refugee crises ● Observation of group rehearsal process ● Genocide/Refugee Crisis Movement Study & Speech ● Group Reflection ● Final discussion and written reflection of Genocide/Refugee take aways.

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1, 2, 5, 6	Week 3	<p>Refine technical proficiency and demonstrate embodied dynamics and functional anatomy.</p> <p>Devise a virtual portfolio evidencing growth and learnings over the length of the program.</p> <p>Collaborate to choreograph a group dance to be performed.</p>	<ul style="list-style-type: none"> - SEL warm-up & Modern technique class (daily), Learn Jury - Journal reflections - Collaborate to learn a class dance for the Spring Production. Rehearse. - Digital Portfolio Design on Google Slides Work Period (Biography, Resume, Artistic Statement, Headshots) 	<ul style="list-style-type: none"> ● Portfolio ● Biography ● Headshot 	<ul style="list-style-type: none"> ● Observation of technique class ● Journal Reflections ● Observation of rehearsal ● Portfolio Check-ins
1, 2, 5, 6	Week 4	<p>Refine technical proficiency and demonstrate embodied dynamics and functional anatomy.</p> <p>Devise a virtual portfolio evidencing growth and learnings over the length of the program.</p> <p>Collaborate to choreograph a group</p>	<ul style="list-style-type: none"> - SEL warm-up & Modern technique class (daily) - Jury Assessment - Journal reflections - Collaborate to learn a class dance for the Spring Production. Rehearse. - Digital Portfolio Design on Google Slides Work Period (Scholarship, Dance Shots) - Peer Feedback on Digital Portfolios 		<ul style="list-style-type: none"> ● Observation of technique class ● Jury assessment ● Journal Reflections ● Observation of rehearsal ● Portfolio Check-ins

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		dance to be performed.			
1, 2, 5, 6	Week 5	<p>Refine technical proficiency and demonstrate embodied dynamics and functional anatomy.</p> <p>Devise a virtual portfolio evidencing growth and learnings over the length of the program.</p> <p>Collaborate to choreograph and rehearse a group dance to be performed.</p>	<ul style="list-style-type: none"> - SEL warm-up & Modern technique class (daily) - Journal reflections - Rehearse class on stage dance and design theatrical elements - costumes, lighting, etc. - Digital Portfolio Design on Google Slides Work Period (Reflections) - Peer Feedback on Digital Portfolios 		<ul style="list-style-type: none"> ● Observation of technique class ● Journal Reflections ● Observation of rehearsal ● Portfolio Check-ins
1, 2, 5, 6	Week 6	<p>Refine technical proficiency and demonstrate embodied dynamics and functional anatomy.</p> <p>Devise and present a virtual portfolio evidencing growth and learnings over</p>	<ul style="list-style-type: none"> - SEL warm-up & Modern technique class (daily) - Journal reflections - Rehearse class on stage dance and design theatrical elements - costumes, lighting, etc. - Digital Portfolio Design on Google Slides Work Period (Reflections) - Present Digital Portfolios - Virtual Gallery Walk 		<ul style="list-style-type: none"> ● Observation of technique class ● Journal Reflections ● Observation of rehearsal ● Portfolio Project ● Spring Dance Concert ● Class Discussion

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		the length of the program. Collaborate to rehearse and perform a group dance.	- Group Discussion of portfolio noticings and CTE Program reflections		
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Instructional Adjustments: Modifications for Special Education, English Language Learners, and Gifted Students, At-Risk Students, or 504 students (or possible areas to anticipate misunderstanding)	<ul style="list-style-type: none"> • NPSD Accommodation Chart
Suggested Technological Innovations/ Use (Standards 8.1 & 8.2):	8.1.12.A.1 8.1.12.A.3 8.1.12.E.1 8.1.12.D.1
Suggested Service Learning Activities:	<ul style="list-style-type: none"> • Student-led creative dance classes for elementary students at District Arts Festival • Guest Artist Classes - Set Dances for Spring Concert
<u>Holocaust Commission Mandate:</u>	Genocide/Refugee Crisis Movement Study
<u>Amistad Commission Mandate:</u>	N/A (See Unit 3)

Cross-Curricular/ 21st Century Connections:

Standard 9 - 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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21 st Century Themes:	X	Global Awareness Students will expand their global awareness by researching current genocides and refugee crises.	21 st Century Skills	X	Creativity and Innovation Students will present themselves through an online digital portfolio highlighting their successes throughout the program.
				X	Media Literacy Students will expand on their media literacy through devising an online portfolio.
				X	Critical Thinking and Problem Solving Students will present a possible solution for current genocides and refugee crises.
		Civic Literacy		X	Life and Career Skills Students will learn how to build a website, write a resume, biography, and present themselves on a digital platform, skills which are necessary for securing a job in the future.
					Information and Communication Technologies
		Financial, Economic, Business, and Entrepreneurial Literacy		X	Literacy Communication and Collaboration Students will continue to collaborate and communicate effectively with their

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					peers as they research current genocide and refugee crises and contemplate possible solutions.
		Health Literacy		X	<p style="text-align: center;">Information Literacy</p> <p>Students will evaluate the validity of sources pertaining to current genocide and refugee crises and contemplate possible biases.</p>

Social-Emotional Learning: Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions.

<p style="text-align: center;">X</p> <p>Students will continue to build their self-awareness through reflective journals and integrating wellness strategies into each class.</p>	<p style="text-align: center;">Self-Awareness</p>	<ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges
<p style="text-align: center;">X</p> <p>Students will self-manage by</p>	<p style="text-align: center;">Self-Management</p>	<ul style="list-style-type: none"> ● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative

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integrating wellness practices explored in class to help them overcome stress and meet deadlines.		methods to achieve one's goals
<p style="text-align: center;">X</p> <p>Students will demonstrate respect for their peers and build supportive interactions through self-awareness of actions, words, and tone.</p>	Social Awareness	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings
<p style="text-align: center;">X</p> <p>Students will demonstrate critical thinking skills when evaluating research materials and devising a solution to the genocide/refugee crises.</p>	Responsible Decision-Making	<ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions

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X Students will demonstrate respect when collaborating with peers through supportive words and tone and trying everyone's ideas.	Relationship Skills	<ul style="list-style-type: none">● Establish and maintain healthy relationships● Utilize positive communication and social skills to interact effectively with others● Identify ways to resist inappropriate social pressure● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways● Identify who, when, where, or how to seek help for oneself or others when needed
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