

Winslow Township School District
9-12 Physical Education
Dance

Overview: The students will learn and practice various dances to increase their fitness levels as well as their awareness of rhythm, timing, space, and flow so that they will be able to design, lead and critique a rhythmic activity and how this is related to other activities (e.g., sliding skills in basketball, timing in baseball)

Overview	Standards	Unit Focus	Essential Questions
Dance	2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.LF.2 2.2.12.LF.4 2.2.12.LF.5 WIDA 1	<ul style="list-style-type: none"> ● Develop a vocabulary of words and symbols for dance in various styles of movement. ● Apply correct dance posture/alignment to movement. ● Implement spatial awareness when performing a phrase of movement. ● Execute a variety of movement pathways and shapes. 	<ul style="list-style-type: none"> ● How do I utilize, identify and develop the different possibilities of movement and imagery with my body? ● How do I blend the breaks/changes between movements? ● How do the elements of dance influence dance creation? ● How do the elements of dance effect dance performance? ● How do we observe and speak about the elements of dance? ● What impact does culture play on the popularity of dance? ● How does dance impact physical fitness levels? ● How can music and movement evoke emotion? ● What makes for a good performance? ● How can we improve upon the last performance? ● How did your classmate reveal his/her personal uniqueness in the dance?
Enduring Understandings	<ul style="list-style-type: none"> ● Basic dance technique can be found in all genres of dance. ● A dancer’s skill includes execution, rhythm, tempo, technique, and body control. ● Dance is a form of communication. ● Tempo and rhythm are essential components of choreography ● Fitness can be obtained through dance ● Choreography is the creation of movement most often set to music ● Social culture played a major role in dance style and popularity throughout history. ● Fitness can be obtained through dance 		

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
Dance	2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.	2	12
	2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).	2	
	2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.	2	
	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.	2	
	2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).	2	
	Assessment, Re-teach and Extension		2	

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Dance Grade 9-12		
Core Idea	Indicator #	Performance Expectations
Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.	2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).	2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).	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.
Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).	2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

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Dance Grade 9-12	
Assessment Plan	
<ul style="list-style-type: none"> • GROUP DANCE PROJECT (required) Have students get into groups of 2- 4 Students will work with groups to come up with a creative dance based on steps learned in class, and rubric requirements. Students will present their dance and be evaluated on: rhythm, creativity, and flow of dance. Music must be approved by the teacher. • Peer assessment • Teacher observation • Student demonstrations • Video Analysis 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Maintain a dance portfolio over time (digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”
Resources	Activities
<p><u>Glossary of Terms</u> www.pecentral.com www.njapherd.org</p> <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none"> • Etiquette • Physical benefit/Social benefit • History • Proper warm/up, stretching techniques for muscles used in dance • Rhythm • Space/Timing/Flow • Basic dance steps (grapevine) • Line dance • Improvisation/interpretive dance • Cultural/Social Dance • Line dances/fun dances • Group choreography and performance (required)

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Instructional Best Practices and Exemplars

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| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
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9.1 Personal | Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

Equipment size	Modified rules
Pictures	Preferential Seating
Spacing / distance	Modifications to Equipment
Peer partnering	Study guides/notes
Larger print	Modifications of assignments
Relaxed rules	Modifications of due dates
Safe environment	Modified Tests/Quizzes

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. Student work/performance will be reviewed to determine support. This may include parent notification, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards or:

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>This particular unit has limited language barriers due to the physical nature of the curriculum. The following can be utilized: Review previously learned terminology. Display labeled images of activity/sport terminology. Assign a native language partner.</p> <ul style="list-style-type: none"> • Display labeled images of dance movements. • Use body movement to respond to theme / emotion in sound • Restate dance steps aloud before performance. • Assign a native language partner. 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography. In addition, the following can be utilized:</p> <ul style="list-style-type: none"> • Alternate Learning Activities/Units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. • Create and lead the class in a warm up focusing on body alignment, balance, strength, and coordination. • Create a detailed report on observations of other students and professional dancers. • Deconstruct a longer dance performance that includes multiple themes and movements.

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Interdisciplinary Connections

ELA

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.

Interdisciplinary Standards

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.