

**Winslow Township School District**  
**9-12 Dance**  
**Unit 2: History of the Arts and Culture**

**Overview:** In this unit, students will study the origins of dance forms within a historical and cultural context, as well as aesthetic movements, influence, and interrelationships. Students will continue to maintain an ongoing paper or electronic dance portfolio.

Overview	Standards for Dance Content	Unit Focus	Essential Questions
<p><a href="#"><u>Unit 2</u></a></p> <p><b>History of the Arts and Culture</b></p>	<p>1.1.12acc.Pr5e            1.1.12acc.Pr5b            1.1.12prof.Cn11a</p>	<ul style="list-style-type: none"> <li>• Explore and distinguish the origins and history of Ballet, Modern, Jazz, Hip Hop, Improvisation, and various Ethnic Dance forms.</li> <li>• Actively participate in Dance activities representing various historical periods and world cultures.</li> <li>• Reflect an understanding of dance history and cultural context in dance study, creation, performance and critical response.</li> </ul>	<ul style="list-style-type: none"> <li>• How have dancers today been influenced by dancers of the past?</li> <li>• How will students develop an appreciation and understanding of the importance of the arts within culture?</li> <li>• How do the arts represent the culture, time period that it comes from?</li> <li>• What is the impact of the arts on culture and history?</li> <li>• How do the traits of different cultures influence the art that they produce?</li> <li>• How will students develop the ability to think, critically about the elements, performance and aesthetic effect of the arts?</li> </ul>
<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• Develop an appreciation for the range of dance in various cultures and historical periods</li> <li>• Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts</li> </ul>		

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<b>Curriculum Unit 2</b>	<b>Standards</b>		<b>Pacing</b>	
			<b>Days</b>	<b>Unit Days</b>
<b>Unit 2: History of the Arts and Culture</b>	1.1.12acc.Pr5e	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.	13	45
	1.12acc.Pr5b	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.	13	
	1.1.12prof.Cn11a	Analyze and discuss the role of dance in 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 whom the dances originate.	13	
	Assessment, Re-teach and Extension		6	

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<b>Unit 2 Grade 9-12</b>		
<b>Enduring Understanding</b>	<b>Indicator #</b>	<b>Performance Expectations</b>
The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions.	1.1.12acc.Pr5e	Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.
The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions.	1.1.12acc.Pr5b	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	1.1.12prof.Cn11a	Analyze and discuss the role of dance in 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 whom the dances originate.

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Unit 2 Grade 9-12	
Assessment Plan	
<ul style="list-style-type: none"> <li>• Quarterly Assessment: Performance- Based</li> <li>• Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”</li> <li>• <a href="#">Arts Achieve Performance Assessments</a></li> <li>• <a href="#">Arts Assessment for Learning</a></li> </ul>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> <li>• Analyzing primary source documents on the history of dance and the cultures of origin.</li> <li>• Conduct short research projects on the cultural origins of dance to support analysis, reflection, and research</li> <li>• Use technology to create a presentation on the impact of dance on specific groups of people and historical events.</li> <li>• <a href="#">Sample Rubric 1</a></li> <li>• <a href="#">Sample Rubric 2</a></li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• <a href="#">Jacob’s Pillow Dance Interactive</a></li> <li>• <a href="#">The Kennedy Centre Arts Edge</a></li> <li>• <a href="#">Dance Timeline:</a></li> <li>• <a href="#">World Cultural Dance:</a></li> <li>• <a href="#">Video - Evolution of Dance:</a></li> <li>• <a href="#">Blueprint Dance: Teaching Dance to (PreK-12)</a></li> <li>• <a href="#">Blueprint Dance: Teaching Dance to Diverse Learners</a></li> <li>• <a href="#">Glossary of Terms</a></li> </ul>	<ul style="list-style-type: none"> <li>• Research, write about and perform dances of celebration from two continents.</li> <li>• Research an aesthetic movement in dance such as: German Expressionism and Mary Wigman, or Postmodernism and the Judson Dance Theater.</li> <li>• Create a “family tree” of dance forms, tracking influences and interrelationships.</li> <li>• Write a critique on dance masterworks by comparing and contrasting two different genres that are from the same time period.</li> <li>• Analyze a dance in reference to the spectrum of dance, synthesizing historical, cultural and stylistic information.</li> </ul>

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<b>Instructional Best Practices and Exemplars</b>	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
<b>9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, And Preparation and Training 9.4 Life Literacies and Key Skills</b>	
<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> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>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.</p> <p>Additional opportunities to address 9.1, 9.2 &amp; 9.4:  <b>Philadelphia Mint</b>  <a href="https://www.usmint.gov/learn/kids/resources/educational-standards">https://www.usmint.gov/learn/kids/resources/educational-standards</a></p> <p><b>Different ways to teach Financial Literacy.</b>  <a href="https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/">https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</a></p>	

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**Modifications for Special Education/504**

***Students with special needs:*** The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

- Provide extended time for written responses and reports.
- Create a world wall with cultural dance names/vocabulary.
- Leveled texts for analyzing primary and secondary sources

**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, 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.

- Provide an outline for journal entries and research tasks.
- Provide extended time for written responses and reports.
- Encourage student choice of topics / genres.

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:  <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 dance terminology. Include terms for human emotions. Students will use their bodies to express a series of emotions. Give a secret cue card to each student with an emotion written on it. Use a variety of cues from strong to subtle, e.g., fear or shyness. Instruct students to mime their word and have the class guess the emotion. When expressed, write the name of the emotion on the board. Write a brief scene on the board. Students in pairs will dance to relate the emotions created by the scene.</p> <ul style="list-style-type: none"> <li>• Display labeled images of dance movements.</li> <li>• Use body movement to respond to theme / emotion in sound</li> <li>• Restate dance steps aloud before performance.</li> <li>• Assign a native language partner.</li> </ul>	<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"> <li>• 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.</li> <li>• Create an original dance based on the cultural themes and dance elements from related historical dance movements.</li> <li>• Compare and contrast historical/ cultural dances from different time periods and geographic regions.</li> <li>• Become an expert on one dance style and teach the history, influence, and performance of this style to peers.</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>

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**Interdisciplinary Connections**

**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.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

**Integration of Computer Science and Design Thinking**

**8.1.12.CS.1** Describe ways in which integrated systems hide underlying implementation details to simplify user experiences

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

**8.1.12.IC.3** Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources

**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.