

Lebanon Borough Public School

Dance

Curriculum Guide

Grades K-6



**For adoption by all regular education program
specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy #2200**

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Board Approved: January 8, 2024

**Grades K-2 Dance
Pacing Guide**

Students receive dance instruction one period per week.

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
Unit 1: The Creative Process, Performance, and Aesthetic Responses (12- 14 weeks)	Unit 2: History of the Arts and Culture, Performance, and Aesthetic Responses (12-14 weeks)	Unit 3: Line Dance (10-12 weeks)

Dance		Grades K-2
	Unit 1: The Creative Process, Performance, and Aesthetic Responses	Pacing: 12-14 weeks/classes
Essential Question(s)	<p>How can the elements of dance be used to express content, emotions, and personal expression?</p> <p>How can improvisation of movement communicate content, emotions, and personal expression?</p> <p>How is dance different from other forms of movement?</p> <p>How can criticism of aesthetic expression improve an individual's ability to communicate through the arts?</p> <p>How are body movements isolated or aligned to create different patterns of dance?</p>	
Standards	Knowledge/Skills	Evidence of Learning
<p>Visual and Performing Arts: Dance</p> <p>1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.</p> <p>1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.</p> <p>1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.</p>	<p>Unit Enduring Understandings: Engaging in safe, efficient and effective movement will develop and maintain a healthy, active lifestyle.</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Explore the joy of moving. ● Listen to signals and respond to movement directions. ● Listen to a story and dance the words and move to the rhythm of the words. ● Engage in a collaborative discussion about improvised dances. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Classroom performances ● Class discussion ● Worksheets ● Check for understanding (each lesson) <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Unit 1 Performance Assessment ● Classroom performance

1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.

1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.

1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.

1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.

1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.

- Explore stopping and going, tempos of fast and slow, and simple rhythms.
- Students will be able to judge the difference between pedestrian movements and formal training in dance.
- Demonstrate how music can change the way we move.
- Demonstrate a variety of movements generated by improvisational and technical skills including the elements of energy, time, and space.
- Demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts.
- Express constructive criticism to communicate useful evaluation of both personal work and the work of others.

Alternative Assessments:

- One-on-one discussion or performance

***See also “Curricular Accommodations Insert.”**

1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.

1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.

1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.

1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.

1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.

1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.

1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CT.2 Identify possible approaches and resources to execute a plan.

9.4.2.CI.2 Demonstrate originality and inventiveness in work.

Computer Science and Design Thinking

8.1.2.IC.1 Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.AP.4 Break down a task into a sequence of steps.

Interdisciplinary Connection

Social Studies

6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Dance		Grades K-2
	Unit 2: History of the Arts and Culture, Performance, and Aesthetic Responses	Pacing: 12-14 weeks/classes
Essential Question	<p>How is cultural expression represented in dance? How does societal value affect artistic choice? How are different body movements used to create or represent dance from different cultures? How are the values of culture represented in dance? What determines aesthetic quality? How can criticism improve artistic quality?</p>	
Standards	Knowledge/Skills	Evidence of Learning
<p>Visual & Performing Arts: Dance 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas. 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem. 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device. 1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally. 1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. 1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc. 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.</p>	<p>Unit Enduring Understandings: Engaging in safe, efficient and effective movement will develop and maintain a healthy, active lifestyle.</p> <p>Student Learning Objective(s):</p> <ul style="list-style-type: none"> ● Recognize that every student has a cultural background and that dance is part of it. ● Analyze how dancers use movement to express artistic concerns such as human emotion, culture, gender. ● Compare and contrast dances from various cultures. ● Will compare how dance from diverse cultures and historical eras have common characteristics and themes. ● Understand that people danced differently in different historical periods (past and present). ● Create a dance based on a folk song or world culture. Learn about folk tales from an authentic culture. ● Construct criticism based on observable criteria. ● Recognize clues that explain the artist's intent. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Classroom performances ● Class discussion ● Worksheets ● Check for understanding (each lesson) <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Unit 2 Performance Assessment ● Classroom performance <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● One-on-one discussion or performance <p>*See also "Curricular Accommodations Insert."</p>

1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.

1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.

1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.

1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.

1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.

1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.

1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.

<p>1.1.2.Cn10b: Using an inquiry-based set of questions, examine global issues, including climate change as a topic for dance.</p> <p>1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.</p> <p>Interdisciplinary Connections: SOCIAL STUDIES 6.1.2. CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2. Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.2.CI.2 Demonstrate originality and inventiveness in work.</p> <p>Technology Computer Science and Design Thinking 8.1.2.AP.4 Break down a task into a sequence of steps.</p>		
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Dance		Grades K-2
	Unit 3: Line Dance	Pacing: 12-14 weeks/classes
Essential Question	<ul style="list-style-type: none"> ● What emotions are common in historic dances? ● Where can we see emotion in dance? ● How can we see parts of dance within a sequence? ● How can we use what we know to assess works of art? ● How can the elements of dance be used to express content, emotions, and personal expression? 	

Standards	Knowledge/Skills	Evidence of Learning
<p>Visual & Performing Arts: Dance</p> <p>1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.</p> <p>1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.</p> <p>1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.</p> <p>1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.</p> <p>1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.</p> <p>1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).</p> <p>1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.</p> <p>1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.</p> <p>1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.</p>	<p>Unit Enduring Understandings: Engaging in safe, efficient and effective movement will develop and maintain a healthy, active lifestyle.</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Identify common elements used in line dancing. ● Identify characteristics of music that calls for line dancing. ● Break down the sequence of steps. ● Identify the form of a song in regards to steps. ● Demonstrate the combination of proper movement patterns with appropriate rhythm. ● Demonstrate how emotion can be performed and recognized in dance.dance. ● Improvise movements in the appropriate style. ● Perform a series of steps in unison with a group. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Classroom performances ● Class discussion ● Worksheets ● Check for understanding (each lesson) <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Unit 3 Performance Assessment ● Classroom performance <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● One-on-one discussion or performance <p>*See also “Curricular Accommodations Insert.”</p>

1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.

1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.

1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.

1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.

1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.

1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.

1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.

1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.

1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.

1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.

1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

Career Readiness, Life Literacies, and Key Skills

9.4.2.Cl.2 Demonstrate originality and inventiveness in work.

Technology Computer Science and Design Thinking

8.1.2.AP.4 Break down a task into a sequence of steps.

8.2.2.B.1: Identify how technology impacts or improves life.

8.2.2.B.4: Identify how the ways people live and work has changed because of technology.

Interdisciplinary Connection

MUSIC

1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e 1.3A.2.Re7a.

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a.

SOCIAL STUDIES

6.1.2. CivicsPD.1

Engage in discussions effectively by asking questions, considering facts, listening to the ideas

<p>of others, and sharing opinions. 6.1.2. Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p>		
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Appendix A	Core Instructional & Supplemental Materials	Grades K-2
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<p>Core Instructional Materials: Teaching Dance https://www.thepespecialist.com/dance2/ , Grade 1 Locomotor Skills with Locomotion Dance Grade 2 http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ Creative Dance Integration Lesson Plans Sample book list (choreographers) Glossary of Terms A Mini History of Dance: http://dancersgroup.org/2009/12/a-mini-history-of-dance-education/ Teaching Dance History “White Paper” http://www.danceheritage.org/teachingdancehistory.pdf History of Dance Part 1 https://educationcloset.com/2015/04/06/supporting-history-class-through-the-history-of-dance-part-i/ Responding to Dance https://www.ket.org/education/resources/responding-to-dance/ Blueprint Dance: Teaching Dance to Diverse Learners(PreK-12) http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed%20Supplement.pdf</p> <p>Supplemental Materials: Shake it Senora http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ The Funky Chipmunk Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ The Snowflake Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ</p>

Appendix B	Technology Integration (Computer Science and Design Thinking)	Grades K-2
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Standards	
<p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.2.2.B.1: Identify how technology impacts or improves life. 8.2.2.B.4: Identify how the ways people live and work has changed because of technology.</p>	<p>CORE IDEAS: Individuals develop and follow directions as part of daily life Complex tasks can be broken down into simpler instructions, some of which can be broken down even further. People work together to develop programs for a purpose, such as expressing ideas or addressing problems.</p>

<p>8.1.2.AP.4 Break down a task into a sequence of steps.</p> <p>8.1.2.IC.1 Compare how individuals live and work before and after the implementation of new computing technology.</p>	<p>Societal needs and wants determine which new tools are developed to address real-world problems.</p> <p>A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.</p> <p>Technology innovation and improvement may be influenced by a variety of factors.</p> <p>UNITS 1-3</p> <p>*Key points to discuss relating dance and technology are the influence of technology on modern music especially in regards to recording and styles of music created after electronic music.</p>
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Appendix C	Interdisciplinary Connections	Grades K-2
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Combining dance with other curriculum areas is an instructional approach that supports kinesthetic learners to understand and deepen their learning through experiential opportunities. Through dance, learners can experience music and art from different cultures, periods, and techniques. Dance can be used as a tool to teach curriculum, while at the same time stimulating creativity. In addition, dance can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

ENGLISH LANGUAGE ARTS

- RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RL.2.9.: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Units 1-3 – Understanding the sequence of events in a story is similar to following the thematic changes in a dance work such as ballet (*The Nutcracker*). Students are also asked to identify the main topic of a multi-paragraph text, which in music is similar to the primary theme of a piece of music. Be able to find information about dance history in a text. Provide opportunities for students to listen for, and speak, read, and write about dance topics including famous dancers, choreographers, and composers.

MUSIC

- 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.
 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a.
 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a.
 Ex: Dance and music are directly related. The musical genre, rhythm, dynamics, tempo, and form all inform choices in movement for dance. Being able to recognize these elements in music will make for a more effective and polished dance performance.

THEATRE

1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
 Ex: Dance can tell a story just as a play and can also incorporate many character choices. Students will use characters to inform their movement and expression in dance.

SOCIAL STUDIES-U.S. History: America in the World by the End of Grade 2:

6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.
 Ex: Evaluating the arts can be very subjective. Students must consider the performing requirements for technical accuracy and also their opinions in regards to its impact and personal preferences. Following rules in the arts is extremely important in being able to have effective collaboration as an ensemble.

INTERCULTURAL STATEMENTS (Amistad, Holocaust, LGBT, SEL)

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.
 Present culturally diverse musical genres.
Ex: Through all dance units, present music of varying cultures, time periods, countries, religions, economic classes, etc. Use dance to introduce concepts relating to rhythm, literacy, history, and expression through dance.

Appendix D	Career Education Integration	Grades K-2
Standards		
9.1.2.CAP.1: Make a list of different types of jobs and	The career education standards addressed in the music curriculum outline the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary career	

describe the skills associated with each job.

- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.

options, planning, and career requirements.

CORE IDEAS:

Different types of jobs require different knowledge and skills.

Income is received from work in different ways including regular payments, tips

Brainstorming can create new, innovative ideas.

**Grades 3-5 Dance
Pacing Guide**

Students receive dance instruction one period per week.

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
Unit 1: Elements of Dance and Kinesthetic Movement (12-14 weeks)	Unit 2: History of the Arts and Culture (10-12 weeks)	Unit 3: Choreography and Performance (12-14 weeks)

Dance		Grades 3-5
	Unit 1: Elements of Dance and Kinesthetic Movement	Pacing: 12-14 weeks/classes
Essential Question(s)	What social relationships and roles are implied by the facings, contact, and leader/follower relationships between partners? In what ways do my muscles need to work to accomplish this movement? How does social dancing affect my aerobic condition? Physical strength? How are forms of dance influenced by time, place, and people? What controls the dance; the dancer or the music? How is dance an important element in a culture? What is the process for creating an original work? What makes an effective dance performer? What makes an effective dance performance? How does one critique a dance performance?	
Standards	Knowledge/Skills	Evidence of Learning
Visual and Performing Arts: Dance 1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content. 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.	Unit Enduring Understandings: <ul style="list-style-type: none"> Enduring Understandings: Basic choreographed structures employ the elements of dance. Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography. Musical and non-musical forms of sound can affect meaning in choreography and improvisation. Compositional works are distinguished by the use of 	Formative Assessments: <ul style="list-style-type: none"> Classroom performances Class discussion Worksheets Check for understanding (each lesson) Peer critiques Summative/Benchmark Assessment(s):

1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.

1.1.5.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.

1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).

1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.

1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)

1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.

1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.

various body movements and sources of initiation (i.e., central, peripheral, or transverse).

- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
- Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- Music can be used as a choice and personal and group spatial relationships should be explored.

Student Learning Objective(s):

- Exhibit control in balance.
- Dance with weight shift, transition and flow.
- Distinguish symmetrical and asymmetrical shapes.
- Understand conditioning principles (balance, strength, flexibility, endurance, alignment).
- Understand the relationship of bodily skills to time, space and energy.
- Understand not only positive and negative space, but also range, shape, levels, directions, symmetry/asymmetry, moving in place and through space, pathways and mapping.

- Unit 1 Performance Assessment
- Classroom performance

Alternative Assessments:

- One-on-one discussion or performance

***See also "Curricular Accommodations Insert."**

1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).

1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.

1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.

1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Technology Literacy (9.4)/ Computer Science and Design Thinking

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

**Interdisciplinary Connections
MUSIC**

<p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>Social Studies</p> <p>6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives</p>		
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Dance		Grades 3-5
	Unit 2: History of the Arts and Culture	Pacing: 12-14 weeks/classes
Essential Question	<p>How can the elements of dance be used to express content, emotions, and personal expression?</p> <p>How can improvisation of movement communicate content emotions and personal expression?</p> <p>How is dance different from other forms of movement?</p> <p>How can criticism of aesthetic expression improve an individual's ability to communicate through the arts?</p> <p>How has the role of dancing been an outlet for expressing feelings of joy in spite of harsh circumstances, and for giving a shared form of sadness?</p> <p>What are the origins and meanings of different dances throughout history?</p> <p>What are the cultural influences of certain dances?</p> <p>What are the similarities and differences among various dances throughout history in relation to the ideas and perspectives of the people from which the dances originate?</p>	

Standards	Knowledge/Skills	Evidence of Learning
<p>Visual and Performing Arts: Dance</p> <p>1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)</p> <p>1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.</p> <p>1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.</p> <p>1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.</p> <p>1.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).</p> <p>1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance.</p> <p>1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.</p> <p>1.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.</p> <p>1.1.5.Re9a: Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.</p>	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Basic choreographed structures employ the elements of dance. ● Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography. ● Musical and non-musical forms of sound can affect meaning in choreography and improvisation. ● Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse). ● Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). ● Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. ● Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. ● Music can be used as a choice and personal and group spatial relationships should be explored. <p>Student Learning Objective(s):</p> <ul style="list-style-type: none"> ● Describe who dances a dance, and where, when and why it is danced. ● Examine the cultural origins of a variety of dance forms from around the world. ● Identify clues about history and culture in dance movements, costuming and musical accompaniment. ● Identify and research the significant contributions of a cultural social dance and its impact on today's social dances. ● Explore themes, values, and beliefs that are reflected in a dance. ● Observe commonalities and differences in group, 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Classroom performances ● Class discussion ● Worksheets ● Check for understanding (each lesson) ● Peer critiques <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Unit 2 Performance Assessment ● Classroom performance <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● One-on-one discussion or performance <p>*See also "Curricular Accommodations Insert."</p>

1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.
1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.
1.1.5.Cn11a: Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

Career Readiness, Life Literacies, and Key Skills

9.1.5.RMI.1 Identify risks that individuals and households face.
9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Technology Literacy (9.4)/ Computer Science and Design Thinking

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

Statements (Amistad, Holocaust, LGBT, SEL)

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

**Interdisciplinary Connection
MUSIC**

circle and chain dances in content in relation to societal beliefs and values.

- Create and share a group, circle or chain dance influenced by the social practices of a specific culture demonstrating clear content and form.
- Perform group, circle, or chain dances from various world cultures.

<p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a.</p> <p>Social Studies</p> <p>6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives</p>		
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Dance		Grades 3-5
	Unit 3: Choreography and Performance	Pacing: 12-14 weeks/classes
Essential Questions	<p>How can the elements of dance be used to express content, emotions, and personal expression?</p> <p>How can improvisation of movement communicate content emotions and personal expression?</p> <p>How is dance different from other forms of movement?</p> <p>How can criticism of aesthetic expression improve an individual's ability to communicate through the arts?</p> <p>How has the role of dancing been an outlet for expressing feelings of joy in spite of harsh circumstances, and for giving a shared form of sadness?</p> <p>What are the origins and meanings of different dances throughout history?</p> <p>What are the cultural influences of certain dances?</p> <p>What are the similarities and differences among various dances throughout history in relation to</p>	

	<p>the ideas and perspectives of the people from which the dances originate? How are aspects of culture expressed through dance?</p>	
Standards	Knowledge/Skills	Evidence of Learning
<p>Visual and Performing Arts: Dance</p> <p>1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.</p> <p>1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.</p> <p>1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).</p> <p>1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.</p> <p>1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)</p> <p>1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.</p> <p>1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain)</p>	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Basic choreographed structures employ the elements of dance. ● Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography. ● Musical and non-musical forms of sound can affect meaning in choreography and improvisation. ● Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse). ● Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). ● Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. ● Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. ● Music can be used as a choice and personal and group spatial relationships should be explored. <p>Student Learning Objective(s):</p> <ul style="list-style-type: none"> ● Select themes, discuss and plan, and develop movement in collaboration with peers, in partners and in small groups ● Create a short dance with peers incorporating several movement phrases with a beginning, middle and end ● Understand choreographic devices (repetition) and structures (theme and variation) ● Describe how dance differs from other forms of 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Classroom performances ● Class discussion ● Worksheets ● Check for understanding (each lesson) ● Peer critiques <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Unit 3 Performance Assessment ● Classroom performance <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● One-on-one discussion or performance <p>*See also “Curricular Accommodations Insert.” Accommodations Insert.”</p>

respond to different intensities of dance movement.

1.1.5.Pr5c: Identify body organization.

Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.

1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).

1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.

1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail. Describe recurring patterns of movement and their relationships to the meaning of the dance.

1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.

1.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

Technology Literacy (9.4)/ Computer Science and Design Thinking.

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

INTERDISCIPLINARY CONNECTIONS

Social Studies

6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

English Language Arts

movement

- Identify the origins and meanings of different dances
- Describe the similarities and differences among various dances throughout history

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

MUSIC

1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.

1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.

1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.

1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a.

THEATRE

1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work

articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.

1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.

INTERCULTURAL STATEMENTS (Amistad, Holocaust, LGBT, SEL)

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.

Present culturally diverse musical genres.

CAREER INTEGRATION EDUCATION

9.1.5.RMI.1 Identify risks that individuals and households face.

9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements

Appendix A

Core Instructional & Supplemental Materials

Grades 3-5

Core Instructional Materials:

Dance Texts: <https://www.readworks.org/findcontent#!q:Dance/g:t:0/f:0/pt:/features/>
 The Evolution of Dance: https://www.ted.com/talks/the_lxd_in_the_internet_age_dance_evolves/upnext#t-408223
 Teaching Dance: <https://www.thepespecialist.com/dance2/>
 Locomotor Skills with Locomotion Dance: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ>
 Shake it Senora: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ>
 The Funky Chipmunk Dance: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ
 The Snowflake Dance: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ
 The Snowflake Dance: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ
 • [us/standardsandinstruction/instructionalunits-dance#kinder](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ) • [eves.com/resources/librarian/age/6769](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ)

Supplemental Materials:

Shake it Senora: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ>
 The Funky Chipmunk Dance: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ
 Article: What is Hip Hop? https://www.educationworld.com/a_lesson/what-ishop-hop.shtml

Appendix B

**Technology Integration
(Computer Science and Design Thinking)**

Grades 3-5

Standards

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
 8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
 8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

CORE IDEAS:

Programs can be broken down into smaller parts to facilitate their design, implementation, and review.
 Societal needs and wants determine which new tools are developed to address real-world problems.
 A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.
 Technology innovation and improvement may be influenced by a variety of factors.
 Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.

UNITS 1-3

*Key points to discuss relating dance and technology are the influence of technology on modern music especially in regards to recording and styles of music created after electronic music.

Appendix C

Interdisciplinary Connections

Grades 3-5

Combining dance with other curriculum areas is an instructional approach that supports kinesthetic learners to understand and deepen their learning through experiential opportunities. Through dance, learners can experience music and art from different cultures, periods, and techniques. Dance can be used as a tool to teach curriculum, while at the same time stimulating creativity. In addition, dance can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

English Language Arts

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Units 1-3 – Understanding the sequence of events in a story is similar to following the thematic changes in a dance work such as ballet (*The Nutcracker*). Students are also asked to identify the main topic and themes, which in music is similar to the primary theme of a piece of music. Be able to find information about dance history in a text. Provide opportunities for students to listen for, and speak, read, and write about dance topics including famous dancers, choreographers, and composers.

MUSIC

1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.

1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.

1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.

1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a.

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a.

Ex: Dance and music are directly related. The musical genre, rhythm, dynamics, tempo, and form all inform choices in movement for dance. Being able to recognize these elements in music will make for a more effective and polished dance performance.

THEATRE

1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.

1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.

Ex: Dance can tell a story just as a play and can also incorporate many character choices. Students will use characters to inform their movement and expression in dance.

US HISTORY

6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

Ex: Evaluating the arts can be very subjective. Students must consider the performing requirements for technical accuracy and also their opinions in regards to its impact and personal preferences. Following rules in the arts is extremely important in being able to have effective collaboration as an ensemble.

INTERCULTURAL STATEMENTS (Amistad, Holocaust, LGBT, SEL)

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.

Present culturally diverse musical genres.

Ex: Through all dance units, present music of varying cultures, time periods, countries, religions, economic classes, etc. Use dance to introduce concepts relating to rhythm, literacy, history, and expression through dance.

Standards

9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements

The career education standards addressed in the music curriculum outline the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary career options, planning, and career requirements.

CORE IDEAS:

- An individual's passions, aptitude and skills can affect his/her employment and earning potential.
- Income and benefits can vary depending on the employer and type of job/career.
- Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
- Different types of jobs require different knowledge and skills.
- An individual's passions, aptitude and skills can affect his/her employment and earning potential.

**Grade 6 Dance
Pacing Guide**

Students receive dance instruction one period per week.

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
Unit 1: Elements of Dance and Kinesthetic Movement (12-14 weeks)	Unit 2: History of the Arts and Culture (10-12 weeks)	Unit 3: Choreography and Performance (12-14 weeks)

Dance		Grades 6
	Unit 1: Elements of Dance and Kinesthetic Movement	Pacing: 12-14 weeks/classes
Essential Questions	<ul style="list-style-type: none"> • What are defining characteristics of the musical periods? • How does music reflect and impact culture, religion, history and personal experience? • How are music, dance, and theater a part of different cultures around the world? • Who are some influential musicians? • How is music used in our culture? • What can music tell us about a group of people? • How can music make you feel? • Can you identify form and patterns in music? • How do concepts like tempo and dynamics enhance a piece of music? 	
Standards	Knowledge/Skills	
<p>Visual and Performing Arts: Dance 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. 1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.</p>	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. • Space, time, and energy are basic elements of dance. • Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. <p>Student Learning Objective(s):</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Classroom performances • Class discussion • Worksheets • Check for understanding (each lesson) • Peer critiques <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Unit 1 Performance

1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.

1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.

1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.

1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.

1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.

1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non vertical alignment. Maintain organization of the body while moving through space.

1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility,

- Recognize the choreographic structures of contrast and transition, and the process of reordering or of chance in dance masterworks.
- Analyze the manipulation of elements of dance used for choreographic intent in dance master works (e.g., changes in rhythm, proportion, spatial relationships, dynamics etc.). Create and demonstrate a solo or group dance composition which blends variety in body patterns, range of motion, varied balances, variation in the elements of dance, and application of major muscle groups and proper body mechanics.
- Manipulate the aspects of time, space and weight to communicate meaning in movement using combinations of effort actions, movement dynamics and qualities to communicate meaning in improvisation and choreographed solo or group works.
- Verbally differentiate the purposes between utilitarian and non-utilitarian dance works.
- Analyze and assess the form, function, craftsmanship and originality of two opposing dance works in the same dance style (e.g., Bring in da Noise, Bring in da Funk versus 42nd Street).
- Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides.

Assessment

- Classroom performance

Alternative Assessments:

- One-on-one discussion or performance

***See also “Curricular Accommodations Insert.”**

strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).

1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Technology Literacy (9.4)/Computer Science and Design Thinking

8.1.8.F: Critical thinking, problem solving, and decision making

8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

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.

**Interdisciplinary Connections
ENGLISH LANGUAGE ARTS**

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

formats (e.g., visually, quantitatively) as well as

<p>in words to develop a coherent understanding of a topic or issue.</p> <p>MUSIC 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.</p>		
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Dance		Grades 6
	Unit 2: History of the Arts and Culture	Pacing: 12-14 weeks/classes
Essential Question	<p>How do new social dances and variations on social dance steps arise? What impact has dance had on culture and society throughout history? What are the similarities and differences among dances of various cultures? What role does dance play in the culture of a specific country or region? What are dance styles and how are they categorized in genres? What are the technical demands of the various styles of dance? How is dance language used to describe specific aesthetic differences and similarities between styles and artists? How is music and style connected? How are forms of dance influenced by time, place and people?</p>	
Standards	Knowledge/Skills	Evidence of Learning
<p>Visual and Performing Arts: Dance 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing. 1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations. 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area.</p>	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Technological advances have influenced the way we see dance on television and screen. • Spatial patterning can influence cultural performances. • Culture can have a social and political impact on dance. <p>Student Learning Objective(s):</p> <ul style="list-style-type: none"> • Analyze the impact of the advent of video technology and its influence on dance innovations (e.g., dance in movies; dance in music videos; dance on TV; dance in reality shows). 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Classroom performances • Class discussion • Worksheets • Check for understanding (each lesson) • Peer critiques • Journal Entries <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Unit 2 Performance

Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.

1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.

1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

1.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.

1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.

1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.

- Compare and contrast the use of spatial patterning and relationships in past and contemporary dance works from world cultures (e.g., French Baroque verses Alwin Nikolais's illusionary space).
- Observe how social and cultural values, from past and contemporary choreographers (e.g., Ruth St. Denis-exoticism, Katherine Dunham-AfroCaribbean dance heritage, Erik Hawkins- examination of native American culture, Bill T. Jones-contemporary African-American condition etc.), influenced the dynamics of their works.
- Trace the social and political impact on the culture of the arts and as well as artists impact on culture in the 20th and 21st centuries (e.g., Jazz Dance; Musical Theatre; Tap Dance; Hip Hop; Ballroom Dance etc.).

Assessment

- Classroom performance

Alternative Assessments:

- One-on-one discussion or performance

***See also "Curricular Accommodations Insert."**

1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.

Career Readiness, Life Literacies, and Key Skills.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

Technology Literacy (9.4)/Computer Science and Design Thinking

8.1.8.F: Critical thinking, problem solving, and decision making
8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

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.

**Interdisciplinary Connection
Music**

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of

music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a.

English Language Arts

RL.6.1. Cite textual evidence and make relevant connections

RL.6.3.: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.6.: Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.7.: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

THEATRE

<p>1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience. 1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</p>		
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Dance		Grade 6
	Unit 3: Choreography and Performance	Pacing: 12-14 weeks/classes
Essential Question	<p>How do our individual styles affect a group performance? How can I recognize this dance to enhance its expressiveness? How can I use music more effectively to support my theme?</p>	
Standards	Knowledge/Skills	Evidence of Learning
<p>Visual and Performing Arts: Dance 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. 1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study. 1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices. 1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.</p>	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Symbolism and imagery enhance the substances and quality of dance. ● Traditional and non-traditional elements can generate new ideas and expressions in dance. ● Objective observation of dance can aid dancers and choreographers in improving their work. <p>Student Learning Objective(s):</p> <ul style="list-style-type: none"> ● Interpret the characteristics of imagery and representation in various dance works and apply symbolism to a short original choreographic work. ● Differentiate the elements of style and design of a traditional and non-traditional dance work and apply conventional and nonconventional elements of style to express new ideas in self-generated choreography. ● Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Classroom performances ● Class discussion ● Worksheets ● Check for understanding (each lesson) ● Peer critiques ● Journal Entries <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Unit 3 Performance Assessment ● Classroom performance <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● One-on-one discussion or performance <p>*See also “Curricular Accommodations Insert.”</p>

1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.

1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.

1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.

1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.

1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.

1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non vertical alignment. Maintain organization of the body while moving through space.

1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).

1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.

1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.

1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.

1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.

Interdisciplinary Connections

ENGLISH LANGUAGE ARTS

RL.6.3.: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.7.: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a

coherent understanding of a topic or issue.
formats (e.g., visually, quantitatively) as well as
in words to develop a coherent understanding of
a topic or issue.

MUSIC

1.3A.8.Cr3a: Evaluate, refine and explain their
own work by selecting and applying criteria
including appropriate application of elements of
music, compositional techniques, style and
form, and use of sound sources.

1.3A.8.Pr4a: Apply collaboratively and
personally developed criteria for selecting music
of contrasting styles for performance and
explain expressive qualities, technical
challenges and reasons for choices.

1.3A.8.Pr4b: Compare the structure of
contrasting pieces of music selected for
performance, explaining how the elements of
music are used in each.

THEATRE

1.4.8.Pr6a: Perform a rehearsed theatrical work
for an audience.

1.4.8.Re8c: Assess the impact of a theatrical
work on a specific audience.

1.4.8.Cr1c: Explore, describe and develop given
circumstances of a scripted or improvised
character in a theatrical work.

**Career Readiness, Life Literacies, and Key
Skills**

9.2.8.CAP.6: Compare the costs of
postsecondary education with the potential
increase in income from a career of choice.

9.2.8.CAP.8: Compare education and training
requirements, income potential, and primary
duties of at least two jobs of interest.

**Technology Literacy (9.4)/Computer Science
and Design Thinking**

8.1.8.F: Critical thinking, problem solving, and
decision making

8.2.8.B.5: Identify new technologies resulting
from the demands, values, and interests of

individuals, businesses, industries and societies.		
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Appendix A	Core Instructional & Supplemental Materials	Grade 6
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<p>Core Instructional Materials: Choreographic Structure: http://www.artsalive.ca/en/dan/make/toolbox/formstructure.asp Book: Dance Composition Basics Capturing the Choreographer's Craft By Pamela Sofras Dance Styles: http://justdanceballroom.com/styles.asp Contemporary Dance Vocabulary: https://www.contemporary-dance.org/dance-terms.html Dance Texts: https://www.readworks.org/findcontent#!q:Dance/g:t:0/f:0/pt:/features/ The Evolution of Dance: https://www.ted.com/talks/the_lxd_in_the_internet_age_dance_evolves/upnext#t-408223 Teaching Dance: https://www.thepespecialist.com/dance2/ Locomotor Skills with Locomotion Dance: http://www.pcentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ</p> <p>Supplemental Materials: Application: 8 Counts https://itunes.apple.com/us/app/8counts/id379903606?mt=8 Video: Bring in da Noise, Bring in da Funk: https://www.youtube.com/watch?v=Dp_bM_c-BT0 Video: 42nd Street: https://www.youtube.com/watch?v=R8Q7vcnU9nc • ArtsAlive Website: http://artsalive.ca/en/ Great performances PBS: http://www.pbs.org/wnet/gperf/</p>

Appendix B	Technology Integration (Computer Science and Design Thinking)	Grade 6
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Standards	
<p>8.1.8.F: Critical thinking, problem solving, and decision making 8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.</p>	<p>CORE IDEAS: The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes. Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient. Technology advances through the processes of innovation and invention which relies upon the imaginative and inventive nature of people. Sometimes a technology developed for one purpose is adapted to serve other purposes</p>

Technological disparities have consequences for public health and prosperity.

UNITS 1-3

*Key points to discuss relating dance and technology are the influence of technology on modern music especially in regards to recording and styles of music created after electronic music.

Appendix C

Interdisciplinary Connections

Grade 6

Combining dance with other curriculum areas is an instructional approach that supports kinesthetic learners to understand and deepen their learning through experiential opportunities. Through dance, learners can experience music and art from different cultures, periods, and techniques. Dance can be used as a tool to teach curriculum, while at the same time stimulating creativity. In addition, dance can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

ENGLISH LANGUAGE ARTS

RL.6.3.: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.7.: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Ex: Provide opportunities for students to listen for, and speak, read, and write about dance topics including famous dancers, choreographers, and composers.

MUSIC

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a.

Ex: Dance and music are directly related. The musical genre, rhythm, dynamics, tempo, and form all inform choices in movement for dance. Being able to recognize these elements in music will make for a more effective and polished dance performance.

THEATRE

1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience.

1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

Ex: Dance can tell a story just as a play and can also incorporate many character choices. Students will use characters to inform their movement and expression in dance.

INTERCULTURAL STATEMENTS (Amistad, Holocaust, LGBT, SEL)

Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

Writing music can help us to articulate joyous and challenging moments in our life.

Ex: Through all dance units, present music of varying cultures, time periods, countries, religions, economic classes, etc. Use dance to introduce concepts relating to rhythm, literacy, history, and expression through dance.

Appendix D	Career Education Integration	Grade 6
Standards		
<p>9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p>9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p>	<p>The career education standards addressed in the music curriculum outline the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary career options, planning, and career requirements.</p> <p>CORE IDEAS:</p> <ul style="list-style-type: none"> • An individual's strengths, lifestyle goals, choices, and interests affect employment and income. • Developing and implementing an action plan is an essential step for achieving one's personal and professional goals. • Early planning can provide more options to pay for postsecondary training and employment. 	

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

	MAT		HLTH &		WRLD	VIS & PERF	
	ELA	H	SCI	SS	PE	LANG	ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
CONTENT/MATERIAL							
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide copy of class notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Adjust number of items student is expected to complete	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Allow extra time for task completion	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
Access to electronic text (e.g. Downloaded books)	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD or read aloud computer software	Y	Y	Y	Y	Y	Y	Y
Modified homework assignments (modify content, modify amount, as appropriate)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ORGANIZATION							
Assistance with organization of planner/schedule	Y	Y	Y	Y	Y	Y	Y
Assistance with organization of materials/notebooks	Y	Y	Y	Y	Y	Y	Y
Use a consistent daily routine	Y	Y	Y	Y	Y	Y	Y
Assist student in setting short-term goals	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Break down tasks into manageable units	Y	Y	Y	Y	Y	Y
Provide benchmarks for long-term assignments and/or projects	Y	Y	Y	Y	Y	Y	Y
Use of checklists	Y	Y	Y	Y	Y	Y	Y
Use of an assignment notebook or planner	Y	Y	Y	Y	Y	Y	Y
Check homework on a daily basis	Y	Y	Y	Y	Y	Y	Y
Provide timelines for work completion	Y	Y	Y	Y	Y	Y	Y
Develop monthly calendars with assignment due dates marked	Y	Y	Y	Y	Y	Y	Y
Provide organizational support through teacher websites	Y	Y	Y	Y	Y	Y	Y
Enlarge work space areas	Y	Y	Y	Y	Y	Y	Y
Provide organizers/study guides	Y	Y	Y	Y	Y	Y	Y
Require classroom notebooks and/or folders	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
INSTRUCTION							
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Color code important information	Y	Y	Y	Y	Y	Y	Y
Simplify task directions	Y	Y	Y	Y	Y	Y	Y
Provide hands-on learning activities	Y	Y	Y	Y	Y	Y	Y
Provide modeling	Y	Y	Y	Y	Y	Y	Y
Provide guided instruction	Y	Y	Y	Y	Y	Y	Y
Modify pace of instruction to allow additional processing time	Y	Y	Y	Y	Y	Y	Y
Provide small group instruction	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)	Y	Y	Y	Y	Y	Y
Provide outline in advance of lecture	Y	Y	Y	Y	Y	Y	Y
Demonstrate directions and provide a model or example of completed task	Y	Y	Y	Y	Y	Y	Y
Emphasize multi-sensory presentation of data	Y	Y	Y	Y	Y	Y	Y
Encourage use of mnemonic devices	Y	Y	Y	Y	Y	Y	Y
Provide oral as well as written instructions/directions	Y	Y	Y	Y	Y	Y	Y
Allow for repetition and/or clarification of directions, as needed	Y	Y	Y	Y	Y	Y	Y
Reinforce visual directions with verbal cues	Y	Y	Y	Y	Y	Y	Y
Give direct and uncomplicated directions	Y	Y	Y	Y	Y	Y	Y
Orient to task and provide support to complete task	Y	Y	Y	Y	Y	Y	Y
Provide easier tasks first	Y	Y	Y	Y	Y	Y	Y
Help to develop metacognitive skills (self-talk and self-correction)	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified or reworded	Y	Y	Y	Y	Y	Y	Y
Have student demonstrate understanding of instructions/task before beginning assignment	Y	Y	Y	Y	Y	Y	Y
Allow wait time for processing before calling on student for response	Y	Y	Y	Y	Y	Y	Y
Read directions aloud	Y	Y	Y	Y	Y	Y	Y
Administer work in small segments	Y	Y	Y	Y	Y	Y	Y
Provide visual models of completed tasks	Y	Y	Y	Y	Y	Y	Y
Give verbal as well as written directions	Y	Y	Y	Y	Y	Y	Y
Use interests to increase motivation	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Use marker (e.g. index card, ruler) for visual tracking	Y	Y	Y	Y	Y	Y
Enlarge print	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ASSESSMENT							
Modified grading	Y	Y	Y	Y	Y	Y	Y
Additional time to complete classroom tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Announce test with adequate prep time	Y	Y	Y	Y	Y	Y	Y
Small group administration of classroom tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Provide larger white work space on quizzes and tests, particularly in math	Y	Y	Y	Y	Y	Y	Y
Modified tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify the number of choices on tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify length of test	Y	Y	Y	Y	Y	Y	Y
Modify the content of tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Adjust test format to student's ability level	Y	Y	Y	Y	Y	Y	Y
Provide manipulative examples	Y	Y	Y	Y	Y	Y	Y
Develop charts, visual outlines, diagrams, etc.	Y	Y	Y	Y	Y	Y	Y
Verbally guide student through task steps	Y	Y	Y	Y	Y	Y	Y
Allow for oral rather than written responses on tests	Y	Y	Y	Y	Y	Y	Y
Allow for oral follow-up for student to expand on written response	Y	Y	Y	Y	Y	Y	Y
Allow use of a computer	Y	Y	Y	Y	Y	Y	Y
Provide a word bank for fill-in-the blank tests	Y	Y	Y	Y	Y	Y	Y
Allow dictated responses in lieu of written responses	Y	Y	Y	Y	Y	Y	Y
Do not penalize for spelling errors	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y

	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
SPECIAL EDUCATION							
Allow student to circle responses directly on test rather than use Scantron	Y	Y	Y	Y	Y	Y	Y
Provide word banks for recall tests	Y	Y	Y	Y	Y	Y	Y
Read test aloud	Y	Y	Y	Y	Y	Y	Y
Allow student to make test corrections for credit	Y	Y	Y	Y	Y	Y	Y
Mark answers in test booklet	Y	Y	Y	Y	Y	Y	Y
Point to response	Y	Y	Y	Y	Y	Y	Y
Alternate test-taking site	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
WRITTEN LANGUAGE							

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Include brainstorming as a pre-writing activity	Y	Y	Y	Y	Y	Y
Edit written work with teacher guidance	Y	Y	Y	Y	Y	Y	Y
Allow use of word processor	Y	Y	Y	Y	Y	Y	Y
Use graphic organizers	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
SOCIAL/BEHAVIORAL							
Discuss behavioral issues privately with student	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for peer interactions	Y	Y	Y	Y	Y	Y	Y
Utilize student in development of tasks/goals	Y	Y	Y	Y	Y	Y	Y
Encourage student to self-advocate	Y	Y	Y	Y	Y	Y	Y
Minimize negative behavior	Y	Y	Y	Y	Y	Y	Y
Present alternatives to negative behavior	Y	Y	Y	Y	Y	Y	Y
Establish positive scripts	Y	Y	Y	Y	Y	Y	Y
Desensitize student to anxiety causing events	Y	Y	Y	Y	Y	Y	Y
Monitor for overload, excess stimuli	Y	Y	Y	Y	Y	Y	Y
Identify triggers	Y	Y	Y	Y	Y	Y	Y
Help student manage antecedents	Y	Y	Y	Y	Y	Y	Y
Develop signal for when break is needed	Y	Y	Y	Y	Y	Y	Y
Give student choices to allow control	Y	Y	Y	Y	Y	Y	Y
Provide positive reinforcement	Y	Y	Y	Y	Y	Y	Y
Provide consistent praise to elevate self-esteem	Y	Y	Y	Y	Y	Y	Y
Model and role play problem solving	Y	Y	Y	Y	Y	Y	Y
Provide counseling	Y	Y	Y	Y	Y	Y	Y
Use social skills group to teach skills and provide feedback	Y	Y	Y	Y	Y	Y	Y

	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
ENGLISH LANGUAGE LEARNERS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
GRADING							
Standard Grades vs Pass/Fail	Y	Y	Y	Y	Y	Y	Y
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT							
PreK-K WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 1-2 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 3-5 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 6-8 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
SIOP COMPONENTS AND FEATURES							
PREPARATION							
Write content objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Write language objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Choose content concepts appropriate for age and educational background levels of students	Y	Y	Y	Y	Y	Y	Y
Identify supplementary materials to use	Y	Y	Y	Y	Y	Y	Y
Adapt content to all levels of students proficiency	Y	Y	Y	Y	Y	Y	Y
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking	Y	Y	Y	Y	Y	Y	Y
BUILDING BACKGROUND							
Explicitly link concepts to students' backgrounds and experiences	Y	Y	Y	Y	Y	Y	Y
Explicitly link past learning and new concepts	Y	Y	Y	Y	Y	Y	Y
Emphasize key vocabulary for students	Y	Y	Y	Y	Y	Y	Y

	MAT		SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	ELA	H					
<u>ENGLISH LANGUAGE LEARNERS</u>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Y	Y	Y	Y	Y	Y	Y
COMPREHENSIBLE INPUT							
Use speech appropriate for students' proficiency level	Y	Y	Y	Y	Y	Y	Y
Explain academics tasks clearly	Y	Y	Y	Y	Y	Y	Y
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
STRATEGIES							
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)	Y	Y	Y	Y	Y	Y	Y
Use scaffolding techniques consistently throughout lesson	Y	Y	Y	Y	Y	Y	Y
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson	Y	Y	Y	Y	Y	Y	Y
INTERACTION							
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses	Y	Y	Y	Y	Y	Y	Y
Use group configurations that support language and content objectives of the lesson	Y	Y	Y	Y	Y	Y	Y
Provide sufficient wait time for student responses consistently	Y	Y	Y	Y	Y	Y	Y
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text	Y	Y	Y	Y	Y	Y	Y

	MAT		SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	ELA	H					
<u>ENGLISH LANGUAGE LEARNERS</u>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
PRACTICE/APPLICATION							
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge	Y	Y	Y	Y	Y	Y	Y
Provide activities for students to apply content and language knowledge in the classroom	Y	Y	Y	Y	Y	Y	Y
Provide activities that integrate all language skills	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
LESSON DELIVERY							
Support content objectives clearly	Y	Y	Y	Y	Y	Y	Y
Support language objectives clearly	Y	Y	Y	Y	Y	Y	Y
Engage students approximately 90-100% of the period	Y	Y	Y	Y	Y	Y	Y
Pace the lesson appropriately to the students' ability level	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
REVIEW/EVALUATION							
Give a comprehensive review of key vocabulary	Y	Y	Y	Y	Y	Y	Y
Give a comprehensive review of key content concepts	Y	Y	Y	Y	Y	Y	Y
Provide feedback to students regularly on their output	Y	Y	Y	Y	Y	Y	Y
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives	Y	Y	Y	Y	Y	Y	Y

<u>STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)</u>	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
ACADEMICS							
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y
Prompt before directions/questions are verbalized with visual cue between teacher and student	Y	Y	Y	Y	Y	Y	Y
Task list laminated and placed on desk for classroom routines and organization	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Sustained working time connected to reward (If/Then statement)	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y

<u>STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)</u>	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
SOCIAL/EMOTIONAL							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with social worker	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Provide short breaks	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Counseling check-ins	Y	Y	Y	Y	Y	Y	Y
Praise whenever possible	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y

INSTRUCTION							
Grouping	Y	Y	Y	Y	Y	Y	Y
Independent Study	Y	Y	Y	Y	Y	Y	Y
Differentiated Conferencing	Y	Y	Y	Y	Y	Y	Y
Project-Based Learning	Y	Y	Y	Y	Y	Y	Y
Competitions	Y	Y	Y	Y	Y	Y	Y
Differentiated Instruction	Y	Y	Y	Y	Y	Y	Y
Summer Work	Y	Y	Y	Y	Y	Y	Y
Parent Communication	Y	Y	Y	Y	Y	Y	Y

	MAT		WRLD		HLTH &	VIS & PERF	
	ELA	H	SCI	SS	LANG	PE	ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
STUDENTS WITH 504 PLANS							
ACADEMICS							
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide enlarged copies of notes/textbooks	Y	Y	Y	Y	Y	Y	Y
Access to notes ahead of time	Y	Y	Y	Y	Y	Y	Y
Provide a print out of weekly assignments	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	MAT		WRLD		HLTH &	VIS & PERF	
	ELA	H	SCI	SS	LANG	PE	ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD, read aloud computer software, or electronic text	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for using a Chromebook as well as assistive technologies	Y	Y	Y	Y	Y	Y	Y
Use of closed captioned videos/film/television	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Modify schedule	Y	Y	Y	Y	Y	Y	Y
Modify deadlines	Y	Y	Y	Y	Y	Y	Y
Adjust activity, length of assignment, and/or number of problems, including homework	Y	Y	Y	Y	Y	Y	Y
Modification in grading system	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Recommended use of Tutorial Center/Extra help from teachers	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Use of calculator	N/A	Y	Y	Y	Y	Y
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
ASSESSMENTS							
Utilize dictionary on assessments	Y	Y	Y	Y	Y	Y	Y
Use paper-based assessments or assignments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide oral assessments	Y	Y	Y	Y	Y	Y	Y
Permission to elaborate orally on written assessments	Y	Y	Y	Y	Y	Y	Y
Permit use of scrap paper on assessments	Y	Y	Y	Y	Y	Y	Y
Permit to write directly on assessments in lieu of using Scantron forms	Y	Y	Y	Y	Y	Y	Y
Option to retake assessments	Y	Y	Y	Y	Y	Y	Y
Provide a study guide	Y	Y	Y	Y	Y	Y	Y
Modify spatial layout of assessments	Y	Y	Y	Y	Y	Y	Y
SOCIAL/EMOTIONAL							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with guidance counselor	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	MAT		WRLD		HLTH &	VIS & PERF	
	ELA	H	SCI	SS	LANG	PE	ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Provide short breaks	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Behavior management system	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
Group directions 1 step at a time	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y

	MAT		SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	ELA	H					
	K-6	K-6					
STUDENTS WITH 504 PLANS							
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Extended time on assignments/assessments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
PHYSICAL							
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant personnel with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Use of alternative settings	Y	Y	Y	Y	Y	Y	Y
Excessive physical activities kept to a minimum	Y	Y	Y	Y	Y	Y	Y
Excused from activities that affect presenting issue	Y	Y	Y	Y	Y	Y	Y
Include in emergency plans of presenting issue	Y	Y	Y	Y	Y	Y	Y
Allow use of assistive devices	Y	Y	Y	Y	Y	Y	Y
Monitor presenting issue	Y	Y	Y	Y	Y	Y	Y

CAREER EDUCATION	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	CRP1. Act as a responsible and contributing citizen and employee.	Y	Y	Y	Y	Y	Y
CRP2. Apply appropriate academic and technical skills.	Y	Y	Y	Y	Y	Y	Y
CRP3. Attend to personal health and financial well-being.	Y	Y	Y	Y	Y	Y	Y
CRP4. Communicate clearly and effectively and with reason.	Y	Y	Y	Y	Y	Y	Y
CRP5. Consider the environmental, social and economic impacts of decisions.	Y	Y	Y	Y	Y	Y	Y
CRP6. Demonstrate creativity and innovation.	Y	Y	Y	Y	Y	Y	Y
CRP7. Employ valid and reliable research strategies.	Y	Y	Y	Y	Y	Y	Y
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	Y	Y	Y	Y	Y	Y	Y
CRP9. Model integrity, ethical leadership and effective management.	Y	Y	Y	Y	Y	Y	Y
CRP10. Plan education and career paths aligned to personal goals.	Y	Y	Y	Y	Y	Y	Y
CRP11. Use technology to enhance productivity.	Y	Y	Y	Y	Y	Y	Y
CRP12. Work productively in teams while using cultural global competence.	Y	Y	Y	Y	Y	Y	Y