

Unit

NCAS Standards:

- DA:Pr5.1.2a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.
- DA:Cr1.1.1a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.
- DA:Pr4.1.1 b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat
- DA:Pr5.1.Pk:a.Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.
- DA:Pr5.1.Pk b.Move in general space and start and stop on cue while maintaining personal space.
- DA:Cr3.1.1a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.
- DA:Pr6.1.1a. Dance for others in a space where audience and performers occupy different areas

Social Justice Standards:

- ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.
- ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
- ID.K-2.4 I can feel good about myself without being mean or making other people feel bad.
- DI.K-2.6 I like being around people who are like me and different from me, and I can be friendly to everyone.
- AC.K-2.20 I will join with classmates to make our classroom fair for everyone.
- DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.

Other Standards (ELA, etc.):

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

Essential Questions:

- What is a community?
- What makes up a community?
- What is your role in the community?
- How can we build a friendly environment in our community?
- What is a leader?
- How can I communicate a message through dance?

Enduring Understanding (please number each):

1. A community is a group of people who live and work together such as my family, friends, school, neighborhood, and town.
2. By working with others in a friendly way, I can play an important role in the community.
3. I know the characteristics of a leader and follower and I can be a leader in my community.
4. Every person is unique and special in their own way and I acknowledge everyone in my community.
5. Dance can be used to express an ideas, emotions and tell a stories.

Pacing/Timeline for Unit:

- 10 weeks

Interdisciplinary Connections:

- English

Summative Assessment to demonstrate mastery of the Unit (mandatory for each teacher to administer)

Partner Duet Performance

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

- Poster paper
- Crayons, pencils, colored pencils
- Tape
- Drum
- Aux, Music
- Story Book
- Community Poem
- Construction paper

Learning Activities/Instructional Strategies

EU # 1, 5	Timeline	General Objectives	Instructional Activities (should be digital links to activities)	Key Content/ Terms	Suggested Benchmark/ Formative Assessments (link to assessments)
	Week 1-2	Articulate key aspects of a community	- Create a brainstorm poster for what a community sounds like, looks like, feels like, plus discussion	Community Improvisation	Informal assessment-understanding of

		Expressing an idea through movement	<ul style="list-style-type: none"> - Improvisation using community brainstorm - Community treasure map game 		community from brainstorm discussion Observation
2, 5	Week 3-4	Recognizing others in the community	<ul style="list-style-type: none"> - Team building activity involving names and individual shapes - Working with a partner across the floor, incorporating props - Charades- members of the community 	Building Community Partners Teamwork Props	Informal assessment – ability to partner
2,3	Week 5-6	Exploring leaders and followers Understanding what leadership looks like and how to be a leader in the community	<ul style="list-style-type: none"> - Mirroring Activity with a partner and whole class - Create rhythms and repeat rhythms on the drum, follow rhythms others make - Group Leadership Story- <u>My First Biography: Martin Luther King, Jr.</u> by Marion Dane Bauer - Group discussion – When were you a lead? 	Mirroring Observing Rhythms Beat Leader Community	Discussion Informal assessment- Participation
4, 5	Week 7-8	Identifying self and personal strengths	<ul style="list-style-type: none"> - Kinosphere Game – introduces personal and general space - Drawing a self-portrait, identify what makes you unique - Improvisation based on self - portrait taking turns observing - Community poem introduction 	Individuality Self-portrait Individuality Observing Kinosphere Improvisation Poem Community	Self- portrait Improvisation Informal assessment- Peer feedback

1,2,3,4,5	Week 9-10	<p>Creating dance based on an idea</p> <p>Using self- expression in movement</p>	<ul style="list-style-type: none"> - Using the poem, students choreograph a short duet - Perform duet for the class one group at a time - Improvisation based on unit themes - Closing discussion and take away 	<p>Community Improvisation Leader</p> <p>All themes from the unit</p>	<p>Formal assessment - Performance</p> <p>Partner Choreography</p> <p>Improvisation</p> <p>Discussion</p>
Instructional Adjustments: Modifications for Special Education, English Language Learners, and Gifted Students (or possible areas to anticipate misunderstanding)			<ul style="list-style-type: none"> - Ability to ask questions - Varying assessment - Repeat directions for clarification - Partner support - Additional visual supports - Bilingual partner if needed - Preferential seating - Class demonstrator or mentor for gifted students 		
Suggested Technological Innovations/ Use (Standards 8.1 & 8.2):			<p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <ul style="list-style-type: none"> • 8.2.2.A.5 Collaborate to design a solution to a problem affecting the community 		
Suggested Extension Activities:			<p>Draw a portrait of another person in the class</p> <p>Make a list of leaders you know</p> <p>Create a solo based on one of the unit ideas and show an adult/ parent</p> <p>Exit slip- What did you learn from the unit and what was your favorite activity and why</p>		

21 st Century Themes:	x	Global Awareness	21 st Century Skills	x	Creativity and Innovation
					Media Literacy
		Civic Literacy		x	Critical Thinking and Problem Solving
				x	Life and Career Skills
					Information and Communication Technologies

		Financial, Economic, Business, and Entrepreneurial Literacy		x	Literacy Communication and Collaboration
	x	Health Literacy		x	Information Literacy

<p style="text-align: center;">Summative Assessment</p> <p style="text-align: center;">Duet Performance Checklist</p>
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Duet showed a clear idea relating to the community poem	
Collaborated with partner, listened and shared ideas while staying on task	
Contribute a fair and even amount to the project	
Performed to the best of student's ability and remembered all of the steps	
Can easily discuss/defend the ideas used in the choreography	