DANCE

Grade: 4
Unit One- Latin Dance and Its History
Course Description

Dance is a hands-on program offering students the experience of learning performance skills. Students will apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas. Students will demonstrate an understanding of a variety of dance forms, traditions and styles from the past and present, and their sociocultural and historical contexts. Lessons encourage the development of creative thinking, group learning, setting and achieving goals, and self-expression. Students will use dance as a language to explore and communicate ideas derived from a variety of literature sources.
Pacing Chart – Unit 1 (Fall)

<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Art and culture reflect and affect each other.</td>
<td>1.2.5.A.1</td>
</tr>
<tr>
<td>2</td>
<td>Characteristic approaches to content, form, style, and design define art genres.</td>
<td>1.2.5.A.2</td>
</tr>
<tr>
<td>3</td>
<td>Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</td>
<td>1.2.5.A.3</td>
</tr>
<tr>
<td>4</td>
<td>Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement.</td>
<td>1.3.5.A.5</td>
</tr>
</tbody>
</table>

Unit 1 will be 10 weeks with its completion in November, culminating with a performance opportunity.
**Educational Technology Standards**

- 8.2.5.A.1, 8.2.5.A.3, 8.2.5.B.2, 8.2.5.B.4, 8.2.5.B.6, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.7, 8.2.5.D.1, 8.2.5.D.6, 8.2.5.E.3

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### Creativity and Innovation
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities

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### Critical Thinking, Problem Solving, Decision Making
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- Identify and define authentic problems and significant questions for investigation
- Plan and manage activities to develop a solution or complete a project
- Collect and analyze data to identify solutions and/or make informed decisions
- Use multiple processes and diverse perspectives to explore alternative solutions

(from [http://www.iste.org](http://www.iste.org))
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- **CRP1. Act as a responsible and contributing citizen and employee**
  Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- **CRP2. Apply appropriate academic and technical skills.**
  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

- **CRP3. Attend to personal health and financial well-being.**
  Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

- **CRP4. Communicate clearly and effectively and with reason.**
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at
Career Ready Practices

interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**
  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Career Ready Practices

- **CRP9. Model integrity, ethical leadership and effective management.**
  Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals.**
  Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

- **CRP11. Use technology to enhance productivity.**
  Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**
  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust level of musical assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Refer to textbook headers</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Provide workbook, worksheets</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td></td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
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<tr>
<td></td>
<td>• Practice partners</td>
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</tbody>
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### Assistive Technology

- Computer/whiteboard
- Metronome
- Online performances
- Tuner

### Tests/Quizzes/Grading

- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual folder
Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaptation of Material and Requirements
- Evaluate Dance Vocabulary
- Additional Repertoire
- Self-Selection of Dance Repertoire
- Tiered/Multilevel Dance Activities
- Rehearsals
Assessments

Suggested Formative/Summative Classroom Assessments

- Dance vocabulary worksheets
- Journals
- Accountable Talk, Debate, Think, Pair and Share
- Rehearsals
- Homework
- Individual and small group practice
- Folders
- Rubrics
Interdisciplinary Connections

- **Social Studies**
  Bridge cultural opportunities – Hispanic Heritage

- **World Language**
  Discover various dance terminology

- **Mathematics**
  Understand connections: fractions and rhythmic values (wholes, halves, quarters)

- **Language Arts: Speaking and Listening**
  Experience performing before an audience
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
</tr>
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<tbody>
<tr>
<td>Investigate how art and culture reflect and affect each other. Standard 1.2.5.A.1</td>
<td>Based on a video we just saw; tell me one reason why dance is important to Hispanic communities? Is this similar to why dance is important to you?</td>
<td>Recognize works of dance, music, theatre, and visual arts as a reflection of societal values and beliefs.</td>
<td><a href="https://www.youtube.com/watch?v=hEbo56hHHD0">https://www.youtube.com/watch?v=hEbo56hHHD0</a></td>
</tr>
<tr>
<td>Analyze characteristic approaches to content, form, style, and design define art genres. Standard 1.2.5.A.2</td>
<td>What common elements do you see in dance, music, theatre and visual arts? How do different dances develop from each other?</td>
<td>Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual arts.</td>
<td>Teacher made anchor charts to reference common elements in Latin Dance in distinctive art genres. <a href="http://dance.lovetoknow.com/History_of_Latin_Dance">http://dance.lovetoknow.com/History_of_Latin_Dance</a></td>
</tr>
<tr>
<td>Evaluate the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. Standard 1.2.5.A.3</td>
<td>What artist made contributions to Latin dance and why do you thing the contribution was significant? What aspects of an artist makes them influential?</td>
<td>Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</td>
<td><a href="http://biography.jrank.org/pages/3575/Cisneros-Evelyn-1959-Ballerina-Began-Dancing-Overcome-Shyness.html">http://biography.jrank.org/pages/3575/Cisneros-Evelyn-1959-Ballerina-Began-Dancing-Overcome-Shyness.html</a></td>
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| Examine various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement Describe the different types of Latin Dances such as:  
  - Salsa  
  - Mambo  
  - Cha Cha Cha  
  - Macarena  
  - Brazilian Samba  
  - Tango  
  - Lambada  
  - Rumba  
  Compare and contrast the different types of Latin Dances.  
  Standard 1.3.5.A.5 | What kind of movements did I use in the dance combination (speed, quality)?  
How does proper alignment and balance contribute to different genre of Latin Dance?  
What are the unique characteristics of the different latin dances? | Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance initiation of movement, and direction of focus. | Teacher demonstration  
http://www.danceuniverse.co.kr/know/history-latin.htm  
http://www.buzzle.com/articles/history-of-latin-dance.html |
<table>
<thead>
<tr>
<th>Unit Vocabulary</th>
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<tbody>
<tr>
<td>(Unit 1- Fall)</td>
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<tr>
<td>Bachata</td>
<td>Merenque</td>
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<td>Ball Change</td>
<td>Passe</td>
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<tr>
<td>Ballroom Dancing</td>
<td>Attitude</td>
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<tr>
<td>Bolero</td>
<td>Weight transfer</td>
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<tr>
<td>Cha Cha</td>
<td>Pirouette</td>
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<td>Tempo</td>
<td>Rumba</td>
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<tr>
<td>Rhythm</td>
<td>Genre</td>
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<tr>
<td>Cucarachas</td>
<td>Salsa</td>
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<tr>
<td>Fan Kick</td>
<td>Shimmy</td>
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<tr>
<td>Choreograph</td>
<td>Posture</td>
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<tr>
<td>Guapacha</td>
<td>Slide</td>
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<tr>
<td>Leading</td>
<td>Spotting</td>
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<tr>
<td>Lunge</td>
<td>Tango</td>
</tr>
<tr>
<td>Lean</td>
<td>Turn-out</td>
</tr>
<tr>
<td>Mambo</td>
<td>Quick</td>
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The Fall Hispanic Heritage performance is a time for students to proudly display skills they have learned in Dance since September. While performing a Latin dance, they will demonstrate developing dance skills using proper posture, technique, and the ability to dance together in a group. This performance before an audience is a major step in self-confidence and poise.
<table>
<thead>
<tr>
<th>Field Trips</th>
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<tbody>
<tr>
<td>Montclair State University</td>
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<tr>
<td>Rosa Parks High School</td>
</tr>
<tr>
<td>Passaic County Community College</td>
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