

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT
THIRD THROUGH FIFTH GRADE VISUAL AND PERFORMING ARTS CURRICULUM**



**Revised to meet the June 2020 NJSLS-PERFORMING ARTS
Board Approval: AUGUST 2022**

District Administration

| | |
|-----------------------|---|
| Mr. Robert Mungo | Superintendent |
| Mrs. Amie Dougherty | Director of Curriculum and Instruction |
| Mrs. Tifanie Pierce | Director of Special Services |
| Mrs. Carolyn McDonald | Director of Equity and Student Services |
| Mr. Daniel Finn | Principal 5-8 |
| Mr. Thomas Braddock | Principal 2-4 |
| Mrs. Nicole Peoples | Principal PreK-1 |
| Mrs. Kinny Nahal | Assist Principal 5-8 |
| Mrs. Evon DiGangi | School Business Administrator |

Mount Holly Township Board of Education

| | |
|------------------------|----------------------|
| Mrs. Janet DiFolco | Board President |
| Mr. William Monk | Board Vice-President |
| Ms. Jennifer Mushinsky | Board Member |
| Mrs. Brianna Banks | Board Member |
| Mrs. Janene Ciotti | Board Member |

Visual and Performing Arts

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success. The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

Mission

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.

Spirit and Intent

The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by:

- Defining artistic literacy¹ through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning;
- Placing artistic processes and anchor standards at the forefront of the work;
- Identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and
- Specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Philosophically speaking, the arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and a mechanism for problem solving universal, global issues including climate change.

Within the broad lifetime goal of preparing artistically literate individuals, learning experiences that engage students with a variety of artistic media, symbols, and metaphors for the purpose of creating and performing in ways that express and communicate their own ideas are essential. Additionally, to become artistically literate, students need opportunities to respond to the arts through analyzing and interpreting the artistic communications of others. (More examples that illustrate the philosophical foundations and lifelong goals that are the underpinnings of the NJSLS-VPA can be found in the Supplemental Materials section.)

New to This Version of the NJSLS-VPA

The inclusion of media arts as one of the five arts disciplines is new to this version. Media arts is a unique medium of artistic expression that can amplify and integrate the four traditional art forms. The media artist utilizes a fundamental understanding of the mediums of analog and digital media to integrate digital technologies with traditional forms of artistic expression. The study of media arts can foster new modes and processes of creative thinking within in the realms of the digital and virtual worlds that are evermore present in students' lives. In fact, many students are already creating media art on their own and will benefit from support systems within their schools that mirror their life experiences. Because many young people hold a fascination with new media, incorporating media arts study into the school day can potentially enhance the connection between in-school and out-of-school learning and act as motivation for active learning.

Also new to this version of the NJSLS-VPA is the specialized approach to music education. To account for various opportunities that students have to engage in music instruction, the NJSLS-VPA include standards for five subdisciplines of music: General Music (grades K–8), Guitar, Keyboard, and Harmonizing Instruments, Traditional and Emerging Ensembles, Composition and Theory, and Music 1. The knowledge and understanding required to participate authentically in the arts. An artistically literate person is able to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts. Technology. At the middle and high school level, students are required to demonstrate proficiency in only one of the preceding subdisciplines. It is important to note that students' experiences and course offerings may vary from district to district and that musical literacy and fluency requires compound, scaffolded skills. Accordingly, the music standards are competency-based to allow for multiple points of entry. The novice and intermediate performance expectations for Traditional and Emerging Ensembles, and Guitar, Keyboard and Harmonizing Instruments are generally applicable to elementary and middle school students. The proficient, accomplished, and advanced level performance expectations are

generally ascribed to varying degrees of achievement by students in high school. However, a spectrum of increasingly sophisticated achievement level may be attainable throughout the K–12 continuum.

Standards in Action: Climate Change

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

[NJSLS Visual and Performing Arts](#)

[NJSLS Career Readiness, Life Literacies, and Key Skills](#)

[Computer Science and Design Thinking](#)

[NJSLS Climate Change Education](#)

| | |
|---|--|
| Unit 1: Creating Curriculum Area: Performing Arts Unit Length: Ongoing | Grade Level: 3-5 |
| Unit Overview | |
| All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. | |
| Enduring Understandings | Essential Questions |
| <p>Dance</p> <ol style="list-style-type: none"> Anchor Standard 1: Generating and conceptualizing ideas. Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. Anchor Standard 2: Organizing and developing ideas. The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers. Anchor Standard 3: Refining and completing products. Choreographers analyze, evaluate, refine, and document their work to communicate meaning. <p>General Music</p> <ol style="list-style-type: none"> Anchor Standard 1: Generating and conceptualizing ideas. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. Anchor Standard 2: Organizing and developing ideas. Musicians' creative choices are influenced by their expertise, context, and expressive intent. Anchor Standard 3: Refining and completing products. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. | <p>Dance</p> <ol style="list-style-type: none"> Where do choreographers get ideas for dancing? What influences choice-making in choreography? How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work? <p>General Music</p> <ol style="list-style-type: none"> How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? <p>Theater</p> <ol style="list-style-type: none"> What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? How, when, and why do theatre artists' choices change? How do theatre artists transform and edit their initial ideas? |

| | |
|--|---|
| <p>Theater</p> <ol style="list-style-type: none"> 1. Anchor Standard 1: Generating and conceptualizing ideas. Theatre artists rely on intuition, curiosity and critical inquiry. 2. Anchor Standard 2: Organizing and developing ideas. Theatre artists work to discover different ways of communicating meaning. 3. Anchor Standard 3: Refining and completing products. Theatre artists refine their work and practice their craft through rehearsal. | |
| <p align="center">District/School Supplementary Resources</p> | |
| <ul style="list-style-type: none"> • Piano/keyboard • CD player/speakers with iPod connection • Computers • Various classroom instruments • www.QuaverMusic.com • www.youtube.com | |
| <p align="center">District/ School Formative Assessment Plan</p> | <p align="center">District/ School Summative Assessment Plan</p> |
| <ul style="list-style-type: none"> • Teacher Observation • Quizzes/Test • Group Projects/Discussions • Performance Tasks | <ul style="list-style-type: none"> • Performance Tasks |
| <p align="center">Instructional Best Practices</p> | |
| <ul style="list-style-type: none"> • Identifying Similarities and Differences • Reinforcing Effort and Providing Recognition • Practice • Modeling • Cooperative Learning | <ul style="list-style-type: none"> • Checks for Understanding • Diagrams, Charts and Graphs • Visuals • Collaborative Problem Solving • Active Engagement Strategies |

- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

Career Readiness, Life Literacies, and Key Skills

Career Awareness and Planning:

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

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.

Creativity and Innovation:

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Digital Citizenship:

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Global and Cultural Awareness:

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Computer Science and Design Thinking

Impacts of Computing:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

Climate Change

1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses.

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

1.4.5.Cn11a: Identify, respond to and investigate connections to global issues, including climate change and other content areas in a dramatic/theatrical work.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Interdisciplinary Connections

English Language Arts

Grade 3

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 4

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Grade 5

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Mathematics

Grade 3

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

| | |
|---------------------------------|--|
| Grade 4 | <ul style="list-style-type: none"> • Reason with shapes and their attributes. |
| Number and Operations—Fractions | <ul style="list-style-type: none"> • Extend understanding of fraction equivalence and ordering. |
| Measurement and Data | <ul style="list-style-type: none"> • Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles. |
| Geometry | <ul style="list-style-type: none"> • Draw and identify lines and angles, and classify shapes by properties of their lines and angles. |
| Grade 5 | |
| Measurement and Data | <ul style="list-style-type: none"> • Convert like measurement units within a given measurement system. • Represent and interpret data. |
| Geometry | <ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties. |

NJSLS Learning Plan

| Anchor Standards and Practice | Performance Expectations |
|--|--|
| <p>A. Dance</p> <ul style="list-style-type: none"> a. Anchor Standard 1: Generating and conceptualizing ideas. <ul style="list-style-type: none"> i. Practice: Explore b. Anchor Standard 2: Organizing and developing ideas. <ul style="list-style-type: none"> i. Practice: Plan c. Anchor Standard 3: Refining and completing products. <ul style="list-style-type: none"> i. Practice: Revise <p>B. General Music</p> <ul style="list-style-type: none"> a. Anchor Standard 1: Generating and conceptualizing ideas. <ul style="list-style-type: none"> i. Practice: Imagine | <p>A. Dance</p> <ul style="list-style-type: none"> a. Anchor Standard 1 <ul style="list-style-type: none"> i. 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. ii. 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content. b. Anchor Standard 2 <ul style="list-style-type: none"> i. 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. |

| | |
|---|--|
| <ul style="list-style-type: none"> b. Anchor Standard 2: Organizing and Developing Ideas <ul style="list-style-type: none"> i. Practices: Plan, Make c. Anchor Standard 3: Refining and Completing Products. <ul style="list-style-type: none"> i. Practices: Evaluate, Refine <p>C. Theater</p> <ul style="list-style-type: none"> a. Anchor Standard 1: Generating and conceptualizing ideas. <ul style="list-style-type: none"> i. Practices: Imagine, Envision b. Anchor Standard 2: Organizing and Developing Ideas <ul style="list-style-type: none"> i. Practices: Plan, Construct c. Anchor Standard 3: Refining and Completing Products <ul style="list-style-type: none"> i. Practices: Evaluate, Clarify, Realize | <ul style="list-style-type: none"> ii. 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. <p>c. Anchor Standard 3</p> <ul style="list-style-type: none"> i. 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. ii. 1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc <p>B. General Music</p> <ul style="list-style-type: none"> a. Anchor Standard 1 <ul style="list-style-type: none"> i. 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). b. Anchor Standard 2 <ul style="list-style-type: none"> i. 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. ii. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. c. Anchor Standard 3 <ul style="list-style-type: none"> i. 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. |
|---|--|

| | |
|--|--|
| | <ul style="list-style-type: none"> ii. 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. <p>C. Theater</p> <ul style="list-style-type: none"> a. Anchor Standard 1 <ul style="list-style-type: none"> i. 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. ii. 1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work. iii. 1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. b. Anchor Standard 2 <ul style="list-style-type: none"> i. 1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances. ii. 1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process. c. Anchor Standard 3 <ul style="list-style-type: none"> i. 1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review. ii. 1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience. |
|--|--|

| | |
|--|---|
| | iii. 1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work. |
| Key Vocabulary | |
| Choreography, Improvisation, Interpretation, Body Movements (central, peripheral, traverse), Accompaniment, Pattern, Balance, Meter, Rhythm, Tonality, Interval, Chord, Melody, Harmony, Chord progressions, Script, Play, Character Development, Vocal Variety, Stage Business, Concentration, Focus, Time, Place, Mood, Theme, Lighting Design, Scenic Design, Costume Design, Special Effects, Sensory Recall | |
| Modifications/Accommodations for Special Education Students | Accommodations for At-Risk Students |
| <ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions | <ul style="list-style-type: none"> ● Use well-defined boundaries ● Get a written list of instructions ● Provide a buddy/partner ● Preview skills for upcoming classes ● Demonstrate/model activity ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions |
| Accommodations for English Language Learners | Accommodations for Gifted Students |
| <ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Provide pictorial of rules, directions, or process | <ul style="list-style-type: none"> ● Explain alternate moves ● Create game extensions ● Draw/Write summary of class |

| <ul style="list-style-type: none"> • Ask for a repeat of the directions | |
|---|--|
| Required Activities | Suggested Activities |
| <ul style="list-style-type: none"> • Instant Activity/Warm-Up • Closure • Whole Group • Small Groups • Modeling • Independent Practice • PBIS Implementation • Identify and review objectives for lesson • Stations • Modified Activities | <ul style="list-style-type: none"> • Reflection • Goal Setting • Real World Connection • Accessing Prior Experiences |

| | |
|--|---|
| Unit 2: Connecting Curriculum Area: Performing Arts Unit Length: Ongoing | Grade Level: 3-5 |
| Unit Overview | |
| All students will understand the role, development, and influence of the arts throughout history and across cultures. | |
| Enduring Understandings | Essential Questions |
| <p>Dance</p> <ul style="list-style-type: none"> A. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. <ul style="list-style-type: none"> a. As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning. B. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. <ul style="list-style-type: none"> a. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. <p>General Music</p> <ul style="list-style-type: none"> A. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. <ul style="list-style-type: none"> a. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. B. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding <ul style="list-style-type: none"> a. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. | <p>Dance</p> <ul style="list-style-type: none"> A. How does dance deepen our understanding of ourselves, other knowledge, and events around us? B. How does knowing about societal, cultural, historical, and community experiences expand dance literacy? <p>General Music</p> <ul style="list-style-type: none"> A. How do musicians make meaningful connections to creating, performing, and responding? B. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? |

| | |
|---|--|
| <p>Theater</p> <p>A. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. T</p> <p>a. Theatre artists allow awareness of interrelationships between self and others to inform their work.</p> <p>B. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p> <p>a. As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.</p> | <p>Theater</p> <p>A. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p> <p>B. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p> |
| <p>District/School Supplementary Resources</p> | |
| <ul style="list-style-type: none"> ● Piano/keyboard ● CD player/speakers with iPod connection ● Computers ● Various classroom instruments ● www.QuaverMusic.com ● www.youtube.com | |
| <p>District/ School Formative Assessment Plan</p> | <p>District/ School Summative Assessment Plan</p> |
| <ul style="list-style-type: none"> ● Teacher Observation ● Quizzes/Test ● Group Projects/Discussions ● Performance Tasks | <ul style="list-style-type: none"> ● Performance Tasks |
| <p>Instructional Best Practices</p> | |

- Identifying Similarities and Differences
- Reinforcing Effort and Providing Recognition
- Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

- Checks for Understanding
- Diagrams, Charts and Graphs
- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies

Career Readiness, Life Literacies, and Key Skills

Career Awareness and Planning:

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

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.

Creativity and Innovation:

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Digital Citizenship:

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Global and Cultural Awareness:

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Computer Science and Design Thinking

Impacts of Computing:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

Climate Change

1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses.

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

1.4.5.Cn11a: Identify, respond to and investigate connections to global issues, including climate change and other content areas in a dramatic/theatrical work.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Interdisciplinary Connections**English Language Arts****Grade 3**

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 4

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Grade 5

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Mathematics

Grade 3

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

| | |
|---------------------------------|---|
| | <ul style="list-style-type: none"> • Represent and interpret data. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. |
| Geometry | <ul style="list-style-type: none"> • Reason with shapes and their attributes. |
| Grade 4 | |
| Number and Operations—Fractions | <ul style="list-style-type: none"> • Extend understanding of fraction equivalence and ordering. |
| Measurement and Data | <ul style="list-style-type: none"> • Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles. |
| Geometry | <ul style="list-style-type: none"> • Draw and identify lines and angles, and classify shapes by properties of their lines and angles. |
| Grade 5 | |
| Measurement and Data | <ul style="list-style-type: none"> • Convert like measurement units within a given measurement system. • Represent and interpret data. |
| Geometry | <ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties. |

NJSLS Learning Plan

| Anchor Standards and Practice | Performance Expectations |
|---|--|
| <p>Dance</p> <p>A. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p style="padding-left: 40px;">a. Practice: Synthesize</p> <p>B. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p style="padding-left: 40px;">a. Practice: Relate</p> | <p>Dance</p> <p>A. Anchor Standard 10</p> <p style="padding-left: 40px;">a. 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.</p> <p style="padding-left: 40px;">b. 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.</p> <p>B. Anchor Standard 11</p> |

| | |
|---|--|
| <p>General Music</p> <ul style="list-style-type: none"> A. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. <ul style="list-style-type: none"> b. Practice: Interconnection B. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. <ul style="list-style-type: none"> c. Practice: Interconnection <p>Theater</p> <ul style="list-style-type: none"> A. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. <ul style="list-style-type: none"> a. Practice: Incorporate B. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. <ul style="list-style-type: none"> a. Practices: Affect, Expand | <ul style="list-style-type: none"> a. 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. <p>General Music</p> <ul style="list-style-type: none"> A. Anchor Standard 10 <ul style="list-style-type: none"> a. 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. <ul style="list-style-type: none"> i. 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 B. Anchor Standard 11 <ul style="list-style-type: none"> a. 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <ul style="list-style-type: none"> i. 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>Theater</p> <ul style="list-style-type: none"> A. Anchor Standard 10 <ul style="list-style-type: none"> a. 1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture. B. Anchor Standard 11 <ul style="list-style-type: none"> a. <ul style="list-style-type: none"> ● 1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work. ● 1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present. |
| <p style="text-align: center;">Key Vocabulary</p> | |

| | |
|--|---|
| Time Period, Historical, Culture, Geographic, Content, Form, Style, Design, Genre, Composer, Choreographer, Dancer, Actor, Writer, Author, Values, Beliefs, Classical, Baroque, Impressionist, Reggae, Opera, Ballet, Jazz, Modern, Contemporary | |
| Modifications/Accommodations for Special Education Students | Accommodations for At-Risk Students |
| <ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions | <ul style="list-style-type: none"> • Use well-defined boundaries • Get a written list of instructions • Provide a buddy/partner • Preview skills for upcoming classes • Demonstrate/model activity • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions |
| Accommodations for English Language Learners | Accommodations for Gifted Students |
| <ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Provide pictorial of rules, directions, or process • Ask for a repeat of the directions | <ul style="list-style-type: none"> • Explain alternate moves • Create game extensions • Draw/Write summary of class |
| Required Activities | Suggested Activities |
| <ul style="list-style-type: none"> • Instant Activity/Warm-Up • Closure | <ul style="list-style-type: none"> • Reflection • Goal Setting |

| | |
|--|--|
| <ul style="list-style-type: none"> ● Whole Group ● Small Groups ● Modeling ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Modified Activities | <ul style="list-style-type: none"> ● Real World Connection ● Accessing Prior Experiences |
|--|--|

| | |
|---|---|
| Unit 3:Performing Curriculum Area: Performing Arts Unit Length: Ongoing | Grade Level: 3-5 |
| Unit Overview | |
| All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | |
| Enduring Understandings | Essential Questions |
| Dance <ul style="list-style-type: none"> A. Anchor Standard 4: Selecting, analyzing, and interpreting work. <ul style="list-style-type: none"> a. Enduring Understanding: Space, time and energy are basic elements of dance. B. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. | Dance <ul style="list-style-type: none"> A. Essential Question: How do dancers work with space, time and energy to communicate artistic expression? B. Essential Question: How is the body used as an instrument for technical and artistic expression? |

| | |
|---|---|
| <p>a. Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.</p> <p>C. Anchor Standard 6: Conveying meaning through art.</p> <p>a. Enduring Understandings: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.</p> <p>General Music</p> <p>A. Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>a. Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>B. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>a. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>C. Anchor Standard 6: Conveying meaning through art.</p> <p>a. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.</p> <p>Theater</p> <p>A. Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> | <p>C. Essential Questions: What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?</p> <p>General Music</p> <p>A. Essential Question: How do performers select repertoire?</p> <p>B. Essential Question: How do musicians improve the quality of their performance?</p> <p>C. Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Theater</p> <p>A. Essential Question: How do theatre artists fully prepare a performance or design?</p> <p>B. Essential Question: How do theatre artists use tools and techniques to communicate ideas and feelings?</p> |
|---|---|

| | |
|--|--|
| <p>a. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.</p> <p>B. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>a. Enduring Understanding: Theatre artists make choices to convey meaning.</p> <p>C. Anchor Standard 6: Conveying meaning through art.</p> <p>a. Enduring Understanding: Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</p> | <p>C. Essential Question: What happens when theatre artists and audiences share creative experiences?</p> |
| <p>District/School Supplementary Resources</p> | |
| <ul style="list-style-type: none"> • Piano/keyboard • CD player/speakers with iPod connection • Computers • Various classroom instruments • www.QuaverMusic.com • www.youtube.com | |
| <p>District/ School Formative Assessment Plan</p> | <p>District/ School Summative Assessment Plan</p> |
| <ul style="list-style-type: none"> • Teacher Observation • Quizzes/Test • Group Projects/Discussions • Performance Tasks | <ul style="list-style-type: none"> • Performance Tasks |
| <p>Instructional Best Practices</p> | |
| <ul style="list-style-type: none"> • Identifying Similarities and Differences • Reinforcing Effort and Providing Recognition • Practice | <ul style="list-style-type: none"> • Checks for Understanding • Diagrams, Charts and Graphs • Visuals |

| | |
|--|---|
| <ul style="list-style-type: none"> • Modeling • Cooperative Learning • Setting Objectives and Providing Feedback • Cues and Questions • Gradual Release of Responsibility | <ul style="list-style-type: none"> • Collaborative Problem Solving • Active Engagement Strategies |
| Career Readiness, Life Literacies, and Key Skills | |
| <p><u>Career Awareness and Planning:</u></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job</p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>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.</p> <p><u>Creativity and Innovation:</u></p> <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</p> <p><u>Digital Citizenship:</u></p> <p>9.4.5.DC.1: Explain the need for and use of copyrights.</p> <p>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</p> <p>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</p> <p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</p> <p><u>Global and Cultural Awareness:</u></p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</p> | |
| Computer Science and Design Thinking | |
| <u>Impacts of Computing:</u> | |

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

Climate Change

1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses.

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

1.4.5.Cn11a: Identify, respond to and investigate connections to global issues, including climate change and other content areas in a dramatic/theatrical work.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Interdisciplinary Connections

English Language Arts

Grade 3

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 4

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Grade 5

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Mathematics

Grade 3

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

| | |
|--|--------------------------|
| <p>Measurement and Data</p> <ul style="list-style-type: none"> • Represent and interpret data. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. <p>Geometry</p> <ul style="list-style-type: none"> • Reason with shapes and their attributes. <p>Grade 4</p> <p>Number and Operations—Fractions</p> <ul style="list-style-type: none"> • Extend understanding of fraction equivalence and ordering. <p>Measurement and Data</p> <ul style="list-style-type: none"> • Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles. <p>Geometry</p> <ul style="list-style-type: none"> • Draw and identify lines and angles, and classify shapes by properties of their lines and angles. <p>Grade 5</p> <p>Measurement and Data</p> <ul style="list-style-type: none"> • Convert like measurement units within a given measurement system. • Represent and interpret data. <p>Geometry</p> <ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties. | |
| NJSLS Learning Plan | |
| Anchor Standards and Practice | Performance Expectations |

| | |
|--|--|
| <p>Dance</p> <ul style="list-style-type: none"> A. Anchor Standard 4: Selecting, analyzing, and interpreting work. <ul style="list-style-type: none"> a. Practice: Express B. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. <ul style="list-style-type: none"> a. Practices: Embody, Execute C. Anchor Standard 6: Conveying meaning through art. <ul style="list-style-type: none"> a. Practice: Present <p>General Music</p> <ul style="list-style-type: none"> A. Anchor Standard 4: Selecting, analyzing, and interpreting work. <ul style="list-style-type: none"> a. Practices: Select, Analyze, Interpret B. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. <ul style="list-style-type: none"> a. Practices: Rehearse, Evaluate, Refine C. Anchor Standard 6: Conveying meaning through art. <ul style="list-style-type: none"> a. Practice: Present | <p>Dance</p> <ul style="list-style-type: none"> A. 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). B. 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. C. 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>General Music</p> <ul style="list-style-type: none"> A. Anchor Standard 4 <ul style="list-style-type: none"> a. 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. b. 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. c. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. d. 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances. e. 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). B. Anchor Standard 5 <ul style="list-style-type: none"> a. 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. |
|--|--|

| | |
|--|--|
| <p>Theater</p> <ul style="list-style-type: none"> A. Anchor Standard 4: Selecting, analyzing, and interpreting work. <ul style="list-style-type: none"> a. Practices: Choose, Rehearse B. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. <ul style="list-style-type: none"> a. Practices: Establish, Analyze C. Anchor Standard 6: Conveying meaning through art. <ul style="list-style-type: none"> a. Practice: Share | <ul style="list-style-type: none"> b. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. <p>C. Anchor Standard 6</p> <ul style="list-style-type: none"> a. 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. b. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. <p>Theater</p> <ul style="list-style-type: none"> A. Anchor Standard 4 <ul style="list-style-type: none"> a. 1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work. b. 1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements. B. Anchor Standard 5 <ul style="list-style-type: none"> a. 1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work. b. 1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work. C. Anchor Standard 6 <ul style="list-style-type: none"> a. 1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience. |
| <p style="text-align: center;">Key Vocabulary</p> | |
| <p>Patterns, Time and Space (in relation to dance), Improvisation, Tempo, Low, Middle, High, Solo Performance, Ensemble Performance, Prop, Theme, Art, Inspiration, Style, Tradition, Flexibility, Balance, Strength, Focus, Concentration, Coordination, Culture, Compound Meter, Grand Staff, Treble Clef, Recorder, Woodwinds, Brass, Strings, Percussion, Head Voice, Chest Voice, Soprano, Alto, Tenor, Bass, Bass Clef, Mixed Meter, Time Signature, Story Construction, Character Development, Vocal Variety, Expression, Sensory Recall, Stage Blocking and Movement</p> | |

| Modifications/Accommodations for Special Education Students | Accommodations for At-Risk Students |
|--|---|
| <ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions | <ul style="list-style-type: none"> • Use well-defined boundaries • Get a written list of instructions • Provide a buddy/partner • Preview skills for upcoming classes • Demonstrate/model activity • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions |
| Accommodations for English Language Learners | Accommodations for Gifted Students |
| <ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Provide pictorial of rules, directions, or process • Ask for a repeat of the directions | <ul style="list-style-type: none"> • Explain alternate moves • Create game extensions • Draw/Write summary of class |
| Required Activities | Suggested Activities |
| <ul style="list-style-type: none"> • Instant Activity/Warm-Up • Closure • Whole Group • Small Groups • Modeling • Independent Practice • Identify and review objectives for lesson • Stations | <ul style="list-style-type: none"> • Reflection • Goal Setting • Real World Connection • Accessing Prior Experiences |

| Unit 4: Responding Curriculum Area: Performing Arts Unit Length: Ongoing | Grade Level: 3-5 |
|--|---|
| Unit Overview | |
| All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. | |
| Enduring Understandings | Essential Questions |
| <p>Dance</p> <ul style="list-style-type: none"> A. Anchor Standard 7: Perceiving and analyzing products. <ul style="list-style-type: none"> a. Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning. B. Anchor Standard 8: Interpreting intent and meaning. <ul style="list-style-type: none"> a. Enduring Understanding: Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. C. Anchor Standard 9: Applying criteria to evaluate products. <ul style="list-style-type: none"> a. Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures. <p>General Music</p> <ul style="list-style-type: none"> A. Anchor Standard 7: Perceiving and analyzing products. <ul style="list-style-type: none"> a. Enduring Understandings: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. B. Anchor Standard 8: Applying criteria to evaluate products. | <p>Dance</p> <ul style="list-style-type: none"> A. Essential Question: How is a dance understood? B. Essential Question: How is dance interpreted? C. Essential Question: What criteria are used to evaluate dance? <p>General Music</p> <ul style="list-style-type: none"> A. Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response? B. Essential Question: How do we judge the quality of musical work(s) and performance(s)? C. Essential Question: How do we discern the musical creators' and performers' expressive intent? |

| | |
|--|--|
| <p>a. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>C. Anchor Standard 9: Interpreting intent and meaning.</p> <p>a. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Theater</p> <p>A. Anchor Standard 7: Perceiving and analyzing products.</p> <p>a. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>B. Anchor Standard 8: Interpreting intent and meaning.</p> <p>a. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p>C. Anchor Standard 9: Applying criteria to evaluate products.</p> <p>a. Enduring Understanding: Theatre artists apply criteria to investigate, explore and assess drama and theatre work.</p> | <p>Theater</p> <p>A. Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?</p> <p>B. Essential Question: How can the same work of art communicate different messages to different people?</p> <p>C. Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p> |
| <p>District/School Supplementary Resources</p> | |
| <ul style="list-style-type: none"> ● Piano/keyboard ● CD player/speakers with iPod connection ● Computers ● Various classroom instruments ● www.QuaverMusic.com ● www.youtube.com | |
| <p>District/ School Formative Assessment Plan</p> | <p>District/ School Summative Assessment Plan</p> |

| | |
|---|---|
| <ul style="list-style-type: none"> • Teacher Observation • Quizzes/Test • Group Projects/Discussions • Performance Tasks | <ul style="list-style-type: none"> • Performance Tasks |
| Instructional Best Practices | |
| <ul style="list-style-type: none"> • Identifying Similarities and Differences • Reinforcing Effort and Providing Recognition • Practice • Modeling • Cooperative Learning • Setting Objectives and Providing Feedback • Cues and Questions • Gradual Release of Responsibility | <ul style="list-style-type: none"> • Checks for Understanding • Diagrams, Charts and Graphs • Visuals • Collaborative Problem Solving • Active Engagement Strategies |
| Career Readiness, Life Literacies, and Key Skills | |
| <p><u>Career Awareness and Planning:</u></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job</p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>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.</p> <p><u>Creativity and Innovation:</u></p> <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</p> <p><u>Digital Citizenship:</u></p> <p>9.4.5.DC.1: Explain the need for and use of copyrights.</p> <p>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</p> <p>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</p> | |

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Global and Cultural Awareness:

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Computer Science and Design Thinking

Impacts of Computing:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

Climate Change

1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses.

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

1.4.5.Cn11a: Identify, respond to and investigate connections to global issues, including climate change and other content areas in a dramatic/theatrical work.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Interdisciplinary Connections

English Language Arts

Grade 3

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 4

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Grade 5

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Mathematics

Grade 3

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Grade 4

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.

Measurement and Data

- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Grade 5

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

NJSLS Learning Plan

Anchor Standards and Practice

Performance Expectations

| | |
|---|---|
| <p>Dance</p> <ul style="list-style-type: none"> A. Anchor Standard 7: Perceiving and analyzing products. <ul style="list-style-type: none"> a. Practice: Analyze B. Anchor Standard 8: Interpreting intent and meaning <ul style="list-style-type: none"> a. Practice: Interpret C. Anchor Standard 9: Applying criteria to evaluate products. <ul style="list-style-type: none"> a. Practice: Critique <p>General Music</p> <ul style="list-style-type: none"> A. Anchor Standard 7: Perceiving and analyzing products. <ul style="list-style-type: none"> a. Practices: Select, Analyze B. Anchor Standard 8: Interpreting intent and meaning <ul style="list-style-type: none"> a. Practice: Evaluate C. Anchor Standard 9: Applying criteria to evaluate products. <ul style="list-style-type: none"> a. Practice: Interpret <p>Theater</p> <ul style="list-style-type: none"> A. Anchor Standard 7: Perceiving and analyzing products. <ul style="list-style-type: none"> a. Practices: Examine, Discern B. Anchor Standard 8: Interpreting intent and meaning <ul style="list-style-type: none"> a. Practice: Interpret C. Anchor Standard 9: Applying criteria to evaluate products. <ul style="list-style-type: none"> a. Practice: Critique | <p>Dance</p> <ul style="list-style-type: none"> A. Anchor Standard 7 <ul style="list-style-type: none"> a. 1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance. b. 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>General Music</p> <ul style="list-style-type: none"> A. Anchor Standard 7 <ul style="list-style-type: none"> a. 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. b. 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). B. Anchor Standard 8 <ul style="list-style-type: none"> a. 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. C. Anchor Standard 9 <ul style="list-style-type: none"> a. 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>Theater</p> <ul style="list-style-type: none"> A. Anchor Standard 7 <ul style="list-style-type: none"> a. 1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation. B. Anchor Standard 8 |
|---|---|

| | |
|---|---|
| | <ul style="list-style-type: none"> a. 1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work. b. 1.4.5.Re2b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works. c. 1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work. <p>C. Anchor Standard 9</p> <ul style="list-style-type: none"> a. 1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience. b. 1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work. c. 1.4.5.Re9c: Identify and discuss physiological changes connected to emotions in posture, gesture, breathing, and vocal intonation in a drama/theatre work. |
| Key Vocabulary | |
| Genre, Message, Theme, Medium, Personal Values, Cultural Values, Historical Context, Imagination, Point of View, Judgement, Critique | |
| Modifications/Accommodations for Special Education Students | Accommodations for At-Risk Students |
| <ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position | <ul style="list-style-type: none"> ● Use well-defined boundaries ● Get a written list of instructions ● Provide a buddy/partner ● Preview skills for upcoming classes ● Demonstrate/model activity |

| | |
|--|--|
| <ul style="list-style-type: none"> ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions | <ul style="list-style-type: none"> ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions |
| Accommodations for English Language Learners | Accommodations for Gifted Students |
| <ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Provide pictorial of rules, directions, or process ● Ask for a repeat of the directions | <ul style="list-style-type: none"> ● Explain alternate moves ● Create game extensions ● Draw/Write summary of class |
| Required Activities | Suggested Activities |
| <ul style="list-style-type: none"> ● Instant Activity/Warm-Up ● Closure ● Whole Group ● Small Groups ● Modeling ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson | <ul style="list-style-type: none"> ● Reflection ● Goal Setting ● Real World Connection ● Accessing Prior Experiences ● Stations ● Modified Activities |

MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT PACING GUIDE

331 Levis Drive
Mount Holly, New Jersey 08060

Course Title: Performing Arts
Third to Fifth Grade

| Unit | Weeks/Days | Standards/ Assessment | Anchor Standards | Focus Skills |
|----------------------|---|--|------------------|--|
| Unit 1 Creating | 4-6 weeks (classes meet 1x per week) | 1.1.5.Cr1a 1.1.5.Cr1b 1.1.5.Cr2a 1.1.5.Cr2b 1.1.5.Cr3a 1.1.5.Cr3b 1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Cr2b 1.3A.5.Cr3a 1.3A.5.Cr3b 1.4.5.Cr1a 1.3A.5.Cr1b 1.3A.5.Cr1c 1.3A.5.Cr2a 1.3A.5.Cr2b 1.3A.5.Cr3a 1.3A.5.Cr3b 1.3A.5.Cr3c | 1, 2, 3 | <ul style="list-style-type: none"> Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works. Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure. Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation. Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances. Identify the elements of music in response to aural prompts and printed music notational systems. Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. Evaluate the characteristics of a well-made play in a variety of scripts and performances. Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus. Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created. Explain the function of sensory recall and apply it to character development. |
| Unit 2 Connecting | 4-6 weeks (classes | 1.1.5.Cn10a 1.1.5.Cn10b | 10, 11 | <ul style="list-style-type: none"> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. |

| | | | | |
|----------------------|---|---|---------|--|
| | meet 1x per week) | 1.1.5.Cn11a 1.3A.5.Cn10a 1.3A.5.Cn11a 1.4.5.Cn10a 1.4.5.Cn11a 1.4.5.Cn11b | | <ul style="list-style-type: none"> ● Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. ● Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. |
| Unit 3 Performing | 4-6 weeks (classes meet 1x per week) | 1.1.5.Pr4a 1.1.5.Pr4b 1.1.5.Pr4c 1.1.5.Pr5a 1.1.5.Pr5b 1.1.5.Pr5c 1.1.5.Pr5d 1.1.5.Pr5e 1.1.5.Pr6a 1.1.5.Pr6b 1.1.5.Pr6c 1.1.5.Pr6d 1.3a.5.Pr4a 1.3a.5.Pr4b 1.3a.5.Pr4c 1.3a.5.Pr4d 1.3a.5.Pr4e 1.3a.5.Pr5a 1.3a.5.Pr5b 1.3a.5.Pr6a 1.3a.5.Pr6b 1.4.5.Pr4a 1.4.5.Pr4b 1.4.5.Pr5a 1.4.5.Pr5b 1.4.5.Pr6a | 4, 5, 6 | <ul style="list-style-type: none"> ● Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic. ● Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways. ● Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli. ● Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination. ● Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus. ● Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter. ● Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. ● Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. ● Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. ● Create original plays using script-writing formats that include |

| | | | | |
|----------------------|---|--|---------|---|
| | | | | <p>stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.</p> <ul style="list-style-type: none"> • Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. |
| Unit 4 Responding | 4-6 weeks (classes meet 1x per week) | 1.1.5.Re7a 1.1.5.Re7b 1.1.5.Re8a 1.1.5.Re9a 1.3A.5.Re7a 1.3A.5.Re7b 1.3A.5.Re8a 1.3A.5.Re9a 1.4.5.Re7a 1.4.5.Re8a 1.4.5.Re8b 1.4.5.Re8c 1.4.5.Re9a 1.4.5.Re9b 1.4.5.Re9c | 7, 8, 9 | <ul style="list-style-type: none"> • Respond, critique, and evaluate the effectiveness of a performance in theater, dance, and music. |

