ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

Visual and Performing Arts

Middle School Dance
Grades 6-8

Board of Education

Curriculum Writing Committee
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BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

As an art, dance is a conduit of expression and communication. At every level, dancers will learn how to dance with joy, passion, and a respect for technique and history. Students in all grades will explore the diversity of the dance world through learning various styles, techniques, and genres. This will be accomplished through opportunities to learn about the history and context of each style, genre-specific terminology and skills, viewing and critiquing the aesthetics of dance, and creating and performing works in each genre. All of these elements culminate with opportunities for students to perform in multiple venues.

Course Description

Students explore the structure of various dance techniques and genres, beginning with introductory/beginner level movements including but not limited to: world dance, ballet, jazz/hip-hop, tap, ballroom/social dances, and folkloric dance. Units introduce students to dance technique and performance, body awareness, dance history, studies of choreographers, guided improvisation, choreography, elements, and dance critique and analysis.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
● The Dancer Prepares by Penrod & Plastino	● Various video clips and live performances ● The Art of Making Dances, Humphrey ● Writing About Dance, Oliver

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: Students recognize one's feelings, thoughts, personal traits, strengths and challenges and how they influence the creative process.
Example 2: Students practice time management, discipline, self-confidence, and collaboration in the refinement of artistic works.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Students manage emotions, thoughts, and behaviors as an integral part of the generation, refinement, and completion of creative ideas.
Example 2: Students are open to different perspectives about societal, cultural, and historical concepts in the arts and how they are informed by one's own traits, strengths, and limitations.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Students develop strategies for managing behaviors, and recognize and develop skills necessary to achieve goals.
Example 2: Students recognize and acknowledge the thoughts, feelings, perspectives, and cultural differences among individuals and groups through interpretation and evaluation of artistic works.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Students conceptualize and generate ideas and works in relationship with others.
Example 2: Students consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Students consider the impact of decision making during the creative process.
Example 2: Students develop capacity for positive communication and constructive conflict resolution when responding to artistic works.

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	*See specific standards and their connections/examples for this disciplinary concept listed within each individual unit* Can be found in unit: 1, 2, 3, 4
Critical Thinking and Problem Solving	*See specific standards and their connections/examples for this disciplinary concept listed within each individual unit* Can be found in unit: 2
Digital Citizenship	*See specific standards and their connections/examples for this disciplinary concept listed within each individual unit* Can be found in unit: 3
Global and Cultural Awareness	*See specific standards and their connections/examples for this disciplinary concept listed within each individual unit* Can be found in unit: 2
Information and Media Literacy	*See specific standards and their connections/examples for this disciplinary concept listed within each individual unit* Can be found in unit: 3, 4
Technology Literacy	*See specific standards and their connections/examples for this disciplinary concept listed within each individual unit* Can be found in unit: 4

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards 9.2	
9.2.8.CAP.1 Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest	**Example**: Students examine the high school course progression in Unit 1 to determine what courses to take to supplement finishing the dance program through an independent study to fulfill electives requirements
9.2.8.CAP.4 Explain how an individual's online behavior (e.g. social networking, photo exchanges, video postings) may impact opportunities for employment or advancement	**Example**: Students explore social media profiles of popular musical theater performers to determine what stories are posted on their public profile from before they were stars in Unit 2.
9.2.8.CAP.8 Compare education and training requirements, income potential, and primary duties of at least two jobs of interest	**Example**: Students explore post secondary options for a career in dance, and compare different ways dance can be used as a career option.
9.2.8.CAP.20 Identify the items to consider when estimating the cost of funding a business	**Example**: Students explore what is needed to open a school for Ballet in Unit 4.

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	**Summative**	**Common Benchmark Assessments** (mid-course and end of course **only**)	**Alternative Assessments** (projects, etc. **when appropriate**)
Unit 1: Knowing your Instrument - The Warm-Up	Students will demonstrate a foundational awareness of proper alignment, breath, and body action by establishing healthy and anatomically safe habits in the dance classroom.	2-4 Weeks	Students will use checklist to assess the alignment of their peers

Quiz: Basic unit dance terms, definitions, and identifications | Warm-up skills test

Students will be graded on their ability to perform a warm-up routine correctly with minimal prompting from teacher. | Mid-Course Foundations Assessment | Peer assessment/critique

Student created warm-up routine |

Unit 2: Folkloric Dance	Students will identify and apply general principles of the folkloric dance to create small choreographic studies that use dance concepts to communicate students' intended purpose. Students will discuss historical and cultural traditions of the country from which dance originates.	2-4 Weeks	Students will use a guided response sheet to peer-analyze Quiz: Principles and purposes of the folkloric dance	Students will be graded on their use of the general principles, movements, and dance concepts as specified by a teacher-created rubric.	Mid-Course Foundations Assessment	Presentation of student-created choreography
Unit 3: Musical Theater Dance	Students will demonstrate core principles, vocabulary, and skills in musical theater dance and apply their understanding to the analysis of repertory works.	2-4 Weeks	Quiz: Unit Vocabulary Demonstration of teacher-created choreography	Student performance (rubric)	End of Course Benchmark Assessment	Student presentation of concepts
Unit 4: Beginner Ballet	Students will demonstrate knowledge of skills and vocabulary of beginner ballet technique and compare and contrast characteristics of the genres of romantic, classical, neoclassical, and contemporary ballet.	5-6 Weeks	Quiz: Unit Vocabulary Foundational positions Demonstration of teacher-created routine	Student performance (rubric)	End of Course Benchmark Assessment	Graphic organizer Student journal

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Unit #1: Knowing Your Instrument/Warm-Up

Enduring Understandings:	Essential Questions:
● In order to dance well there needs to be a proper warm up and there are things we do as dancers that prepare us to practice ● Training in proper basic dance technique is the foundation for successful and more challenging movement. ● With proper knowledge of the body's structure, dance can be a valuable form of exercise and lifelong healthy living.	● Are human beings designed for dancing? ● Why is range of movement important in determining warm-up exercises? ● What connections can be made between dance and healthful living? ● What are some principles, processes, and structures for creative effective warm-ups?

Interdisciplinary Connections
2.1.8.PGD.1: Explain how appropriate health care can promote personal health **Example:** Students examine proper ways to breath, stretch, warm up, and move the body to avoid injury and develop physical fitness

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.8. CR1a 1.1.8. Cr2a 1.1.8. Pr4b 1.1.8. Pr4c 1.1.8. Pr5a	Why is the core important in dance? How is the core used in proper breathing technique? How can breath support or hinder movement?	Identify and discuss basic anatomical components of the core and demonstrate their correct alignment Demonstrate awareness of using breath to support movement Identify the major joints and demonstrate range of movement by independently building and executing a warm up sequence Correctly perform basic foundational steps individually and in combination	Learn and perform the different sections of a warm-up with increasingly less prompting from the teacher Perform basic exercises practicing the vocabulary from the unit Learn and perform short combinations using the vocabulary from the unit Prompt: Explain why it is important to warm-up and what elements make a proper warm-up	https://www.youtube.com/watch?v=GL4PnDDRcEo **http://www.humankinetics.com/excerpts/excerpts/sample-lesson-warm-up-levels-shadows-and-mirrors**	Quiz: basic unit dance terms, definitions and identifications Peer Assessment Warm-up skills test

9.4.8. CI.2	What must a dancer do to prepare the mind and body for artistic expression? What is the importance of a warm-up? How do dancers use range of movement of the body to express themselves through time, space, and energy? What are the foundational steps and positions for common dances? What are commonly used combinations of these steps?				

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Unit #2: Folkloric Dance

Enduring Understandings:	Essential Questions:
● Dance is a universal form of expression that is not limited by verbal language or geography. ● Knowledge of dance history leads to a lifelong appreciation and active interest in the arts, while providing context for the study of styles of dance from various eras and cultures.	● What are the general movements and principles of this dance? ● What historical and cultural traditions influence this dance? ● What are the purposes of this dance in its country/countries of origin?

Interdisciplinary Connection

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Example: Students examine the characteristics of folkloric dance originating from different countries and analyze how these have influenced the changes and innovations leading to contemporary dances today.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.8. CR3a 1.1.8. Pr4a 1.1.8. Pr5e 1.1.8. Pr6a	How do structural components of plays and performances from different historical eras compare across Western and non-Western theatrical traditions? How can you determine the effectiveness of various methods of physical	Observe video footage of folkloric dance to identify and analyze general movement principles Perform a variety of dance steps particular to this style, individually and in combination Apply various dance concepts to communicate the purpose of their choreography Key terms include: - dance steps particular to the dance style chosen	Baseline pre-assessment to determine what students already know about selected dances Students will perform teacher-created choreography on their own Students will view video footage of folkloric dance examples and participate in guided discussion and response activities	<u>Writing about Dance</u> book Various videos Newsela	Quiz: Principles and purpose of folkloric dance Guided response sheet Peer Assessment Student-created choreography presentation

1.1.8. Re7a 9.4.8. CT.2 9.4.8. GCA. 1	techniques used in training? How are social, political, and/or historical themes reflected in performances and choreography? Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity. What observational and emotional responses are invoked by various culturally and historically specific works of dance? What symbols and metaphors are embedded in specific examples of dance?	- cultural and historical words of importance specific to the dance and the culture from which it comes - general movement principles specific to the dance - dance concepts that will be explored through studying the dance and in student choreography (i.e. space, relationships, levels, etc.)	Students will complete a graphic organizer to plan for the ways that they will use the dance concepts to communicate their choreographic intent Students will collaborate in groups to create a dance study in folkloric style Students will view video footage of their dance work and complete a self-assessment sheet Students will perform their dance study within the larger choreography created by the teacher.		

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Unit #3: Musical Theater Dance

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Enduring Understandings:
- Comparing and contrasting various types of dance creates a well-rounded dance student and future patron of the arts
- Evaluation is a critical component for improving and appreciating the aesthetics of a performance
- Using correct terms and concepts helps to create an effective analysis of a performance piece
- Using the common vocabulary of dance terms assists dancers in communicating with each other and with choreographers

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Essential Questions:
- What are the key characteristics of dance in musical theater?
- What connections can be made between dance and other disciplines?
- Why is written analysis important?
- How do you build an effective analysis or argument?
- What purpose do critique, peer-critique, and self-critique serve in the arts?

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Interdisciplinary Connections

2.1.8.PGD.1: Explain how appropriate health care can promote personal health

Example: Students examine proper ways to breath, stretch, warm up, and move the body to avoid injury and develop physical fitness

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.8. Pr4a 1.1.8. PR4b 1.1.8. Pr 1.1.8. Pr6d	How do you select movements to choreograph both planned and improvised solo/group works to manipulate aspects of time, space, and energy? How do these movements work together to reflect social, historical,	Perform a variety of dance steps particular to this style Perform choreography in the style of musical theater techniques Observe and analyze video footage of repertory works in this style using vocabulary and principles to inform your critique Discuss historical and cultural influences that guided the development of this style	Students will watch various video clips and live performances focusing on musical theater Highlight key concepts and terms particular to this style Read critical analysis essays of contemporary dance and discuss Rehearse various teacher-created choreography and routines related to this style	<u>Writing about Dance</u> book Various critical essays Newsela Various video clips and live performances	Demonstration of teacher-created choreography Quiz: key vocabulary Performance of dance steps from this unit Written analysis of two repertory

9.4.8. DC.2	and/or political themes?	Key terms include:	Write a critical analysis of two repertory works seen in class		works seen in class
9.4.8. IML. 1	What media arts are appropriate to use in the creation and performance of short, original choreographic performances?	- dance steps particular to this style - core movement principles specific to this style - selected dance figures and repertory pieces in this style			
9.4.8. IML. 2					
	What choreographic structures are used in this style of dance? How do these relate to the elements and principles of dance?				
	What systems are used to create effective performances? How are they used?				

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Unit #4: Beginner Ballet

Enduring Understandings:	Essential Questions:
● There are several periods and genres throughout the history and development of ballet ● Many foundational movements are traditional positionings	● How do we accurately perform ballet movements? ● What are the different ballet genres? ● What characterizes each genre of ballet? ● How can we use the characteristics of each genre to inform our own ballet choreography? ● How has ballet evolved? What, if any, traditions remain?

Interdisciplinary Connections
2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. **Example:** Students explore various common eating disorders prevalent in the ballet industry and how to develop and maintain healthy behaviors.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.8. Pr5e 1.1.8. Pr6a 1.1.8. Re8a 1.1.8. Cn10 a 1.1.8. Cn11 a	What are the foundational movements and positionings in each genre of ballet? What movements are necessary for creating an effective ballet performance? What concepts, skills, and traditions can be seen across different	Students will identify, compare, and contrast characteristics of different ballet genres Students create short dance studies using ballet vocabulary and specific techniques Discuss important innovations throughout the history of ballet Identify important figures in each genre of ballet Key terms include: - foot positions in ballet - plié, tendu, relève, dégage, bettement, rond de jambe, cou-de-pied, passe, développe, pirouette, body facings, arm positions, chaine, pique, attitude, fondu, changement,	Baseline pre-assessment to learn what students already know about ballet Ballet barre, center, and across the floor work Students will perform teacher-created choreography on their own Students will view video footage in each genre and complete a graphic organizer to compare and contrast genre-specific characteristics. Class discussion of observations	The Art of Making Dances book Various video clips and live performances https://www.youtube.com/watch?v=TXtY95hazZI https://www.balletcurriculum.com/working-with-early-intermediate-students/	Quiz: key vocabulary Student performance (rubric) Culminating performance End-of-Course Benchmark Assessment Student journals Socratic Seminar

9.4.8. IML. 12 9.4.8. TL.5	genres, including ballet? Interpret ballet specific choreographic structures and apply to student-created culminating performances	glissade, assemble, jete, pas de bourrée, pas de chat, échappe, tombe, adagio, etc. - Romantic, Classical, Neoclassical, and Contemporary periods	Create dance studies using selected ballet vocabulary and characteristics of presented genre Students complete a reflective journal on their experiences		

General Differentiated Instruction Strategies	
- Leveled texts - Chunking texts - Choice board - Socratic Seminar - Tiered Instruction - Small group instruction - Guided Reading - Sentence starters/frames - Writing scaffolds - Tangible items/pictures - Adjust length of assignment	- Repeat, reword directions - Brain breaks and movement breaks - Brief and concrete directions - Checklists for tasks - Graphic organizers - Assistive technology (spell check, voice to type) - Study guides - Tiered learning stations - Tiered questioning - Data-driven student partnerships - Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
- Extra time for assigned tasks - Adjust length of assignment - Timeline with due dates for reports and projects - Communication system between home and school - Provide lecture notes/outline	- Extra Response time - Have students verbalize steps - Repeat, clarify or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.

- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- "Word clouds" from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Site Http://www.wallwisher.com/wall/ell toolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA
- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.

http://www.cast.org

- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/