HS COLLEGE DANCE CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Born: August 2026

Unit Overview
Content Area: College Dance
Unit Title: Improvisation
Grade Level: 9-12 **Timeline: 4 weeks**
Unit Summary: ● Students will explore improvisation as both a creative and performance practice. ● Students will develop confidence in spontaneous movement generation, artistic decision-making, collaboration, and self-expression while exploring how improvisation serves as a foundation for choreography and performance.

Instruction			
Lesson	**Standard(s) & Math Practice(s)**	**Learning Targets (objective) - Students will...**	**Resources & Materials**
Body Awareness Movement Initiation Shapes, Levels & Pathways Tempo, Dynamics, Musical Response Personal Movement Vocabulary Emotional Movement	**DA: Cr1.1** Generate and conceptualize artistic ideas and work. Students generate, explore, and develop original movement ideas through improvisation and creative inquiry. **DA: Cr2.1** Organize and develop artistic ideas and work. Students organize,	● Generate original movement through guided improvisation. ● Apply the Elements of Dance (Body, Space, Time, Energy). ● Develop personal movement vocabulary. ● Collaborate through structured improvisation. ● Respond creatively to various stimuli.	Improvisation Vocabulary Improvisation Journal Entries & Self Reflections One Flat Thing Reprised Score Shapes Contact Improvisation Improvisation Performance Score

Improvisation Through Imagery Partner Improvisation Shape & Pathway Exploration Contact Improvisation Chance Dance Improvisation Scores Small-group structured improvisation Professional Performance Critique Solo Improvisation Development Group Improvisational rehearsal Performance Workshop Reflection and Rehearsal Improvisati	refine, and expand movement ideas into structured improvisation and choreography using compositional principles **DA: Cr3.1** Refine and complete artistic work. Students revise, evaluate, and improve movement studies and performances through reflection, rehearsal, and feedback. **DA: Pr6.1** Convey meaning through the presentation of artistic work. Students perform with confidence, artistic intent, technical proficiency, and expressive performance quality for an audience. **DA:Re7.1** Perceive and analyze artistic work. Students observe, analyze, and interpret dance	• Perform improvised movement with confidence. • Reflect on artistic growth using dance terminology. Essential Questions: • What is improvisation, and why is it an essential skill for dancers? • How can improvisation strengthen creativity and artistic voice? • How do dancers make intentional choices in spontaneous movement? • How can improvisation become choreography?	

on Performance Assessment	performances using dance vocabulary and the elements of dance. **DA:Re9.1** Apply criteria to evaluate artistic work. Students evaluate their own work and the work of others using established criteria and constructive critique. **DA:Cn11.1** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.Students examine how dance reflects diverse cultures, historical traditions, and personal experiences, making connections between dance and the world around them.		

Assessments	
Formative	● Observation ● Exit Ticket ● Peer Feedback ● Self-Reflection Journal ● Think-Pair-Share ● Improvisation Challenges ● Freeze & Explain ● Process Portfolio ● Concept Map ● Vocabulary Flash Cards ● Musical Analysis
Summative	● Vocabulary Quiz ● Improvisation Performance Project
Benchmark	● Common Unit Assessments ● Vocabulary Assessments ● Improvisation Portfolio
Alternative	● Digital Portfolio ● Student-Led Demonstration ● Improvisation Task Cards ● Dance Vocabulary Book ● Movement Inspirational Board ● Dance Critiques

Career Education- NJSLS 9
9.4 Creativity & Innovation Develop original choreography and solve creative movement challenges. **9.4 Critical Thinking & Problem Solving** Analyze performances and improve choreography through revision **9.4 Collaboration & Teamwork Work** effectively in rehearsals and performances. **9.4 Professionalism & Work Ethic** Demonstrate reliability and responsibility.

Unit Overview
Content Area: College Dance

Unit Title: Dance Technique	
Grade Level: 9-12	**Timeline: 12 Weeks**
Unit Summary: • Demonstrate proper alignment, posture, and body placement. • Improve strength, flexibility, balance, coordination, and endurance. • Execute ballet, jazz, and contemporary vocabulary with increasing proficiency. • Apply proper technique to turns, leaps, extensions, floorwork, and partnering. • Demonstrate artistry through musicality, dynamics, and expression. • Analyze how historical and cultural influences shaped various dance techniques. • Perform combinations with confidence, precision, and professionalism. • Prepare for collegiate and professional auditions.	

Instruction			
Lesson	**Standard (s)**	**Learning Targets (objective) - Students will…**	**Resources & Materials**
Ballet Foundations Placement Alignment Turnout Core stability Posture Body awareness Barre exercises	**DA:Cr2.1** – Organize and develop artistic ideas and work **DA:Cr3.1** – Refine and complete artistic work **DA:Pr4.1** – Select, analyze, and interpret artistic	• Demonstrate proper ballet body placement, posture, and alignment during barre, center, and adagio exercises. • Engage core stability and correct turnout to improve balance, control, and overall movement quality throughout class. • Perform fundamental ballet techniques in barre, center, and adagio combinations with proper body mechanics,	Ballet Vocabulary Ballet Journal Entries & Self Reflections Explore Classical Ballet 1. Cinderella 2. Giselle 3. Romeo & Juliette 4. Swan Lake 5. The Nutcracker Modernize Classical Ballet Project Project Rubric

Center work Adagio Coordination Musical phrasing	work for presentation **DA:Pr5.1** – Develop and refine artistic techniques and work for presentation **DA:Pr6.1** – Convey meaning through the presentation of artistic work **DA:Cn11.1** – Relate artistic ideas and works with societal, cultural, and historical context	coordination, and precision. ● Demonstrate musicality by applying appropriate timing, rhythm, phrasing, and artistic expression during movement combinations. ● Apply ballet vocabulary accurately when performing, analyzing, and discussing ballet technique and progressions. ● Explain how proper placement, alignment, and core engagement enhance performance quality, body awareness, and injury prevention. Essential Questions: ● How does proper body alignment and core engagement improve ballet technique and reduce the risk of injury? ● How do barre exercises prepare dancers for successful movement in the center and across the floor? ● How does proper technique improve balance, coordination, control, and overall performance quality? ● Why is mastering ballet fundamentals essential	

		for progressing to more advanced movement and other dance styles?	
Jazz Foundations Isolations Musicality Jazz Progressions Turns Leaps Across-the-floor	**DA:Pr4.1** – Select, analyze, and interpret artistic work. **DA:Pr5.1** – Develop and refine artistic techniques. **DA:Pr6.1** – Convey meaning through performance. **DA:Re7.1** – Perceive and analyze dance. **DA:Re9.1** – Apply criteria to evaluate dance. **DA:Cn11.1** – Relate dance to cultural and historical context.	• Demonstrate proper jazz alignment, posture, and body control. • Perform upper and lower body isolations with coordination and precision. • Apply musicality and rhythmic accuracy to movement combinations. • Execute beginning and intermediate jazz turns with proper spotting and technique. • Perform leaps using correct preparation, elevation, and safe landings. • Demonstrate confidence during across-the-floor combinations. • Explain the historical origins of jazz dance. • Apply performance quality and artistic expression during combinations. Essential Questions: • How do proper technique and body awareness improve jazz performance? • Why are isolations and musicality fundamental to jazz dance?	Jazz Vocabulary Jazz Journal Entries & Self Reflections Roots of Jazz Activity Roots of Jazz Rubric

		• How have the origins of jazz dance influenced today's styles? • How do turns, leaps, and traveling combinations demonstrate strength and control? • How have African dance traditions, social dances, and Broadway influenced modern jazz dance?	
Contemporary & Modern Dance Technique Floorwork Weight transfer Contemporary Progressions Falls Recoveries Partnering	**DA:Cr1.1** – Generate and conceptualize artistic ideas. **DA:Cr2.1** – Organize and develop artistic work. **DA:Pr4.1** – Select and interpret artistic work. **DA:Pr5.1** – Develop and refine artistic techniques. **DA:Pr6.1** – Convey meaning through	• Demonstrate proper contemporary dance alignment, body awareness, and movement efficiency. • Execute floorwork, weight transfers, falls, recoveries, and partnering techniques safely and confidently. • Apply momentum, breath, and weight shifts to create fluid movement. • Demonstrate artistic expression through dynamics, intention, and performance quality. • Analyze the contributions of Martha Graham and José Limón to contemporary dance. • Use contemporary dance vocabulary when reflecting on technique and performance.	Contemporary & Modern Dance Vocabulary Contemporary & Modern Dance Journal Entries & Self Reflections Evolution of Movement Limon vs. Graham Lab Trust the Movement

	performance. **DA:Re7.1** – Perceive and analyze dance. **DA:Re8.1** – Interpret artistic intent. **DA:Re9.1** – Evaluate artistic work. **DA:Cn11.1** – Relate dance to historical and cultural contexts.	Essential Questions: ● How do floorwork and weight transfer improve movement efficiency and artistic expression? ● Why are falls and recoveries essential components of contemporary dance? ● How do trust, communication, and weight sharing contribute to successful partnering? ● How did the Modern Dance Revolution change the way dancers move and express ideas? ● How did Martha Graham and José Limón influence contemporary dance technique?	
Conditioning & Injury Prevention	**DA:Pr4.1** – Select, analyze, and interpret artistic work. **DA:Pr5.1** – Develop and refine artistic techniques and safe dance practices.	● Explain the importance of conditioning for dancers. ● Demonstrate proper warm-up and cool-down techniques. ● Improve muscular strength, endurance, flexibility, and stability. ● Identify common dance injuries and methods of prevention. ● Apply safe body mechanics during movement.	Injury Prevention & Conditioning Vocabulary Injury Prevention & Conditioning Journal Entries & Self Reflections Dancer Inspirational Wellness Board

	DA:Pr6.1 – Convey meaning through performance. **DA:Re9.1** – Evaluate dance performance. **DA:Cn11.1** – Relate dance to personal health and wellness.	• Evaluate their own physical strengths and areas for improvement. Essential Questions: • Why is conditioning essential for dancers? • How can proper technique reduce the risk of injury? • What role do strength, flexibility, and mobility play in dance performance? • How can dancers recognize and prevent overuse injuries? • What recovery methods help dancers perform at their best?	
Performance Quality & Technical Mastery Energy Commitment Projection Facial expression Tempo Rhythm	**DA:Cr1.1.I** – Generate and conceptualize artistic ideas and work. **DA:Cr2.1.I** – Organize and develop artistic ideas and work.	• Demonstrate proper technical execution in multiple dance styles. • Apply corrections to improve movement quality. • Perform with confidence, musicality, and artistic expression. • Demonstrate strong stage presence and audience awareness. • Analyze and evaluate personal performance using appropriate dance vocabulary.	Performance Quality & Technical Mastery Vocabulary Performance Quality & Technical Mastery Journal Entries & Self Reflections Performance Bingo Preparation Choreography for Mock Auditions

Accents Dynamic contrast Clean lines Extensions Pointed feet Turnout Alignment Core engagement Audience awareness Projection	**DA:Cr3.1. I** – Refine and complete artistic work. **DA:Pr4.1. I** – Select, analyze, and interpret artistic work for presentation. **DA:Pr5.1. I** – Develop and refine artistic techniques and performance qualities. **DA:Pr6.1. I** – Convey meaning through the presentation of dance. **DA:Re7.1. I** – Perceive and	● Provide constructive peer feedback using dance terminology. ● Demonstrate professionalism during rehearsals and performances. **Essential Questions:** ● What separates a technically proficient dancer from an exceptional performer? ● How does artistry enhance technical execution? ● Why are consistency and attention to detail essential to technical mastery? ● How do confidence and stage presence influence audience engagement? ● How does constructive feedback improve performance quality? ● What habits contribute to long-term technical growth?	

	analyze dance. **DA:Re8.1 .I –** Interpret intent and meaning in dance. **DA:Re9.1. I –** Apply criteria to evaluate dance. **DA:Cn10. 1.I –** Synthesize and relate knowledge and personal experience s to make dance. **DA:Cn11. 1.I –** Relate dance ideas and works with societal, cultural, historical, and personal contexts.		

Mock College Audition Technique Final	**DA:Cr1.1** – Generate and conceptualize artistic ideas. **DA:Cr2.1** – Organize and develop artistic work. **DA:Cr3.1** – Refine artistic work. **DA:Pr4.1** – Select and interpret dance. **DA:Pr5.1** – Develop technical skills and performance qualities. **DA:Pr6.1** – Convey artistic intent through performance.	• Demonstrate professionalism by following proper audition etiquette, dress code, and performance expectations. • Learn and accurately perform choreography within a limited amount of time while applying instructor feedback. • Execute technical skills, including turns, leaps, extensions, and transitions, with proper alignment, control, and precision. • Perform with confidence, stage presence, artistry, and musicality throughout an audition setting. • Exhibit resilience, focus, and a positive attitude while performing under pressure. • Analyze the expectations of collegiate and professional dance auditions and identify the skills needed for success. • Develop a personal plan for continued technical, artistic, and professional growth beyond the mock audition experience. Essential Questions: • What qualities make a dancer stand out during	Mock College Audition Journal Entries & Self Reflections Dancer Portfolio (Written & Digital) Final Audition Process

	DA:Re7.1 – Analyze dance. **DA:Re8.1** – Interpret meaning in dance. **DA:Re9.1** – Evaluate dance. **DA:Cn11.1** – Relate dance to personal growth and lifelong learning.	a college or professional audition? ● How do professionalism and attitude influence audition success? ● Why is adaptability an important skill during the audition process? ● How can self-reflection and feedback help dancers prepare for future auditions? ● In what ways do mock auditions prepare dancers for collegiate, professional, and real-world performance opportunities? ● How can effective preparation reduce performance anxiety and increase confidence during auditions?	

Assessments	
Formative	● Observation ● Exit Ticket ● Peer Feedback ● Self-Reflection Journal ● Think-Pair-Share ● Ballet Challenges ● Freeze & Explain ● Process Portfolio ● Performance Bingo ● Vocabulary Flash Cards ● Dancer Wellness Board ● Evolution of Movement ● Limon vs. Graham Lab

	• Musical Analysis • Trust the Movement
Summative	• Vocabulary Quizzes • Classical Ballet Project • Roots of Jazz • Modernize Classical Ballet • Technique Performance Project • Final Portfolio
Benchmark	• Common Unit Assessments • Vocabulary Assessments • Technique Portfolio
Alternative	• Digital Portfolio • Dancer Anatomy Lookbook • Student-Led Demonstration • Technique Task Cards • Dance Vocabulary Book • Dance Critiques • Injury Prevention Guide

Career Education- NJSLS 9
9.1 Personal Financial Literacy Planning for long-term health and wellness. **9.2 Career Awareness, Exploration, Preparation & Training** Explore careers in dance and performing arts. **9.2 Career Awareness, Exploration, Preparation** Exploring careers in dance medicine, athletic training, physical therapy, sports nutrition, and strength and conditioning. **9.2 Postsecondary Planning** Prepare for college or professional dance opportunities. **9.4 Critical Thinking & Problem Solving Analyze** performances and improve choreography through revision. **9.4 Communication** Present ideas clearly through movement and discussion. **9.4 Professionalism & Work Ethic** Demonstrate reliability and responsibility.

9.4 Life Literacies & Key Skills Critical thinking, communication, creativity, collaboration, and responsible decision-making through wellness planning and research.

Unit Overview			
Content Area: College Dance			
Unit Title: Choreography & Composition			
Grade Level: 9-12		**Timeline: 8-10 weeks**	
Unit Summary: • Explore movement generation, compositional devices, choreographic structures, artistic intent, collaboration, revision, and performance. • Create original choreography while developing critical thinking, communication, and leadership skills.			

Instruction			
Lesson	**Standard (s)**	**Learning Targets (objective) - Students will...**	**Resources & Materials**
Brainstorming Movement Invention	**DA:Cr1.1** – Generate and conceptual	• Generate original movement using multiple choreographic methods.	Choreographic Process Vocabulary Choreographic Process Journal Entries & Self Reflections Create a concept: Choreographic Study #1 From Idea to Performance:

Elements of Dance Choreographic Devices Structure & Artistic Intent Collaboration & Revision Rehearsal & Refinement Performance & Reflection	ize artistic ideas. **DA:Cr2.1** – Organize and develop artistic work. **DA:Cr3.1** – Refine and complete artistic work. **DA:Pr4.1** – Select and analyze movement for performance. **DA:Pr6.1** – Perform dance with technical proficiency and artistry. **DA:Re9.1** – Evaluate dance works. **DA:Cn11.1** – Relate dance to	• Apply choreographic devices and compositional structures. • Demonstrate creativity through artistic decision-making. • Organize movement into a cohesive dance work. • Revise choreography using instructor and peer feedback. • Perform original choreography with confidence and artistry. • Evaluate choreography using dance-specific vocabulary. Essential Questions: • What makes choreography meaningful and engaging? • How do choreographers	Choreographic Study #2 Create-Collaborate-Perform: Choreographic Study #3

	personal, cultural, and historical contexts	communicate ideas through movement? ● How do the elements of dance influence composition? ● How does feedback improve the creative process? ● What responsibilities do choreographers have as artistic leaders?	

Assessments	
Formative	● Bell Ringers ● Exit Tickets ● Journals ● Improvisation Challenge ● Choreographic Devices Check ● Phrase Development ● Peer Feedback ● Choreography Planning ● Think-Pair-Share ● Collaboration Observation
Summative	● Original Choreography Performance ● Vocabulary

	• Choreography Process Portfolio • Collaborative Choreography Project • Artistic Statement & Choreographer Reflection
Benchmark	• Common Unit Assessments • Vocabulary Assessments • Technique Portfolio • Movement Assessments
Alternative	• Choreographer Research Project • Choreography Analysis Essay • Storyboard a Dance • Dance Composition Portfolio • Create a Choreographer's Handbook

Career Education- NJSLS 9
NJSLS 9.1 – Career Readiness Students develop career-ready skills by creating, revising, and presenting original choreography while demonstrating professionalism, leadership, collaboration, and effective communication. **NJSLS 9.2 – Career Awareness, Exploration, Preparation & Training** Students explore career opportunities related to choreography, performance, and creative arts while developing an understanding of the education and professional experiences required for these careers. **NJSLS 9.4 – Life Literacies & Key Skills** Students strengthen transferable workplace skills by participating in the complete choreographic process from concept development through performance.

Unit Overview
Content Area: College Dance
Unit Title: Performance & Production
Grade Level: 9-12 **Timeline: 4-6 weeks**

Unit Summary:

The unit helps students understand:

- Students will explore stagecraft, rehearsal practices, lighting, costuming, sound design, production management, audience engagement, and performance etiquette while preparing and presenting a culminating dance concert. Through collaborative production roles and performance experiences, students will gain an understanding of both onstage and backstage responsibilities expected in collegiate and professional dance settings.

Instruction			
Lesson	**Standard(s)**	**Learning Targets (objective) - Students will...**	**Resources & Materials**
Dance Production Stage Craft & Theatre Spaces Lighting & Stage Design Costumes, Makeup & Visual Designs Rehearsal Process & Stage	• **DA:Pr4.1** – Select, analyze, and interpret artistic work for presentation. • **DA:Pr5.1** – Develop and refine artistic techniques for presentation.	• Demonstrate professional rehearsal etiquette and performance readiness. • Explain the roles of performers and production personnel. • Apply principles of stagecraft, lighting, costuming, and sound.	Performance & Production Vocabulary Performance & Production Journal Entries & Self Reflections Beyond the Curtain:Dance Production Team Project From Rehearsal to Curtain Call: Production Portfolio Professional Performance Experience Perform in the annual Spring Dance Showcase

Management Performance Quality & Audience Experience Technical Rehearsals Final Performance	• **DA:Pr6.1 –** Convey meaning through presentation of dance. • **DA:Re9.1 –** Evaluate dance and production elements. • **DA:Cn10.1 –** Connect artistic work with societal and cultural contexts.	• Collaborate in planning and executing a dance production. • Analyze production choices and their impact on audience experience. • Perform with technical accuracy, artistry, and professionalism. • Evaluate production processes through reflection and critique. Essential Questions: • What elements contribute to a successful dance performance? • How do performers and	

		production teams work together? ● Why are technical theatre and stage management essential to dance? ● How do rehearsal practices influence performance quality? ● What does professionalism look like in a performance environment?	

Assessments	
Formative	● Bell Ringers ● Exit Tickets ● Observation ● Performance Goal Sheet ● Production Role Research ● Think-Pair-Share ● Technical & Dress Rehearsal Checklist
Summative	● Performance & Production Portfolio ● Production Team Project ● Post-Performance Reflection ●

Benchmark	• Common Unit Assessments • Vocabulary Assessments • Portfolio • Self-Reflection
Alternative	• Dance Production Research Project • Showcase Production Portfolio • Performance Critique Essay • Stage Management Handbook • Dance Showcase Marketing Campaign • Behind-the-Scenes Vlog

Career Education- NJSLS 9
NJSLS 9.1 – Career Readiness Students develop professional workplace skills through rehearsals, technical production, collaboration, and performance preparation. **NJSLS 9.2 – Career Awareness, Exploration, Preparation & Training** Students explore careers related to performance, technical theatre, and arts management while gaining an understanding of the education and professional training required for these careers. **NJSLS 9.4 – Life Literacies & Key Skills** Students strengthen transferable workplace skills by participating in all aspects of dance production.
Unit Overview
Content Area: College Dance
Unit Title: Dance Critique
Grade Level: 9-12 **Timeline: 2-3 weeks**
Unit Summary: The unit helps students:

- Students will study live and recorded works from multiple genres, examine choreography and performance through historical and cultural contexts, and practice giving constructive feedback.
- Students will move from objective observation to formal written and oral criticism. The unit culminates in a professional-style dance review and critique presentation.

Instruction			
Lesson	**Standard(s)**	**Learning Targets (objective) - Students will…**	**Resources & Materials**
Description vs. Interpretation Observation vs. Opinion Evidence-Based Critique Elements of Dance Choreography Performance Quality Evidence-Based Writing	**DA:Re7.1** – Perceive and analyze artistic work. **DA:Re8.1** – Interpret intent and meaning in artistic work. **DA:Re9.1** – Apply criteria to evaluate artistic work. **DA:Cn10.1** – Connect personal knowledge and experiences to dance. **DA:Cn11.1** – Relate dance	• Observe and analyze dance performances using appropriate dance vocabulary. • Distinguish objective observations from personal opinions. • Evaluate choreography, technique, artistry, and production elements. • Interpret artistic intent using evidence from performances. • Connect historical and	Dance Critique Vocabulary Written Critique Oral Critique Elements of Dance Analysis

Artistic Intent Constructive Feedback Professional Dance Criticism Oral Presentation Skills	to historical, cultural, and societal contexts.	cultural context to dance works. ● Write and present a well-supported dance critique. ● Give and receive respectful, constructive feedback. Essential Questions: ● What is the difference between describing, analyzing, interpreting, and evaluating dance? ● How can evidence support a dance critique? ● How do choreography, performance, and production elements communicate meaning? ● How does historical and cultural context influence interpretation?	

		• How can constructive criticism support artistic growth?	

Assessments	
Formative	• Observation • Exit Ticket • Peer Feedback • Self-Reflection Journal • Think-Pair-Share • Process Portfolio • Guided Performance Analysis • Exit Tickets
Summative	• Written Critiques • Oral Dance Critiques • Dance Critique Portfolio
Benchmark	• Performance Assessment Written Critique • Final Assessment
Alternative	• Comparison • Critique Blog • Dance Critic's Guide • Podcast or video review

Career Education- NJSLS 9
9.1 Career Readiness Students develop communication, critical thinking, collaboration, and professionalism by analyzing dance performances, writing evidence-based critiques, and presenting their evaluations to peers. **9.2 Career Awareness, Exploration, Preparation & Training** Students explore careers that involve dance analysis, performance, arts administration, and media while understanding the education and skills required for these professions.

9.4 Life Literacies & Key Skills–critical thinking, communication, collaboration, creativity, adaptability, leadership, professionalism, digital literacy

Unit Overview
Content Area: College Dance
Unit Title: Dance Careers & Leadership Through Dance
Grade Level: 9-12 **Timeline: 3-4 weeks**
Unit Summary: The unit helps students: ● Explore professional pathways in performance, choreography, education, health sciences, arts administration, production, media, and entrepreneurship. Through career research, portfolio development, networking activities, mock auditions, and professional skill-building, students will gain the knowledge and tools needed to pursue dance beyond high school. ● Placing students in authentic roles as teachers, choreographers, rehearsal directors, collaborators, mentors, and project managers. Students will examine leadership styles, communication, conflict resolution, ethics, inclusion, and community engagement while applying those ideas in the dance studio. ● The unit culminates in a student-led dance project in which small groups plan, teach, rehearse, and present an original work or community-based dance experience. Students will be evaluated on both the artistic product and the leadership process.

Instruction			
Lesson	**Standard(s)**	**Learning Targets (objective) - Students will…**	**Resources & Materials**

Leadership Foundations & Communication Leading Rehearsals	**DA:Cr1.1:** Generate and conceptualize artistic ideas. **DA:Cr2.1:** Organize and develop artistic work. **DA:Cr3.1:** Refine and complete artistic work. **DA:Pr5.1:** Develop and refine artistic techniques and work for presentation. **DA:Pr6.1:** Convey meaning through the presentation of dance. **DA:Re9.1:** Apply criteria to evaluate dance. **DA:Cn10.1:** Connect personal experiences and knowledge to dance.	• Identify and apply effective leadership styles. • Demonstrate professional verbal and nonverbal communication. • Lead warm-ups, rehearsals, and movement instruction. • Provide constructive feedback to peers. • Demonstrate collaboration, conflict resolution, and problem-solving. • Organize and manage rehearsals effectively. • Reflect on personal leadership growth. • Identify a variety of	Leadership & Careers Journal Entries My Leadership Identity Assignment Lead the Class Project Where Can Dance Take Me? Preparing My Future

	DA:Cn11.1: Relate dance to social and community contexts.	dance-related careers. ● Develop professional materials, including a dance résumé and artist biography. ● Explore college dance programs and scholarship opportunities. ● Demonstrate professional communication and interview skills. Essential Questions: ● What qualities make an effective dance leader? ● How does communication influence successful leadership?	

		• How can leaders motivate, organize, and inspire others? • How do inclusive leadership practices strengthen a dance community? • How can leadership skills in dance prepare students for college, careers, and life? • What careers are available within the dance industry? • What education, training, and experiences are required for dance careers? • How do dancers prepare for college, auditions,	

		and professional opportunities? ● What professional skills contribute to success in the performing arts?	

Assessments	
Formative	● Bell Ringers ● Leadership Self-Assessment ● Leadership Observation Checklist ● Career Graphic Organizer ● College Comparison Chart ● Mock Interview Practice ● Microteaching Activity ● Think-Pair-Share ● Exit Tickets
Summative	● Student Leadership Presentation ● Leadership Portfolio ● Professional Leadership Interview ● Career Portfolio
Benchmark	● Career Knowledge Assessment ● Final Portfolio
Alternative	● Lesson Plan Project ● Dance Captain Handbook ● Dance Career Research Paper ● Career Broucher ● Career Vision Board ● Career Timeline

Career Education- NJSLS 9

NJSLS 9.1 – Career Readiness Students develop workplace readiness skills by demonstrating leadership, communication, responsibility, professionalism, and collaboration while leading dance activities and working with peers.

NJSLS 9.2 – Career Awareness, Exploration, Preparation & Training Students explore leadership opportunities and careers where dance leadership skills are essential.

NJSLS 9.4 – Life Literacies & Key Skills Students strengthen transferable workplace skills by: Leading rehearsals and small-group instruction, demonstrating communication and active listening, collaborating respectfully with peers, managing time and organizing rehearsals effectively, solving problems and adapting to challenges, reflecting on personal leadership growth, demonstrating ethical leadership and professionalism.

NJSLS 9.1 – Career Readiness Students build career-ready skills through professional portfolio development, mock interviews, career research, and presentation experiences.

NJSLS 9.2 – Career Awareness, Exploration, Preparation & Training Students investigate the many career pathways available within the dance industry and create individualized postsecondary plans.

Accommodations and Modifications	
Special Education	● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
English Language Learners	● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions

	● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Gifted and Talented	● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Interdisciplinary Connections
● RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as

interpretations of the text.

- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in A.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts, context or in a dictionary).

Integration of Technology

- **NJSLS Connections:** 8.1 Computing Systems • 8.2 Technological Literacy
    - Students maintain an electronic portfolio including: Performance videos, Choreography notes, Reflections, Goal tracking, QR codes linking to performances, Teacher and peer feedback
- **NJSLS Connections:** 8.1 Networks & the Internet • 8.2 Creativity & Innovation
    - Students research: Professional dancers, Dance companies, College dance programs, Careers in dance, Emerging technologies in the performing arts. Present findings using Canva, Google Slides, or multimedia presentations.
- **NJSLS Connections:** 8.1 Algorithms & Programming • 8.2 Engineering

Design

- Students create and revise choreography using: Digital storyboards, Formation charts, Music editing software, video recordings for revision

- **NJSLS Connections:** 8.2 Ethics & Culture
  - Students edit music and create performance media using digital software while discussing copyright, licensing, and ethical use of creative works.