

## Pine Hill Public Schools Curriculum

Content Area:		<b>Health and Phys Ed</b>	
Course Title/ Grade Level:		<b>Dance and Nutrition II</b>	
Unit 1:	<b>Acro</b>	Duration:	<b>6 classes</b>
Unit 2:	<b>Jazz</b>	Duration:	<b>6 classes</b>
Unit 3:	<b>Modern</b>	Duration:	<b>6 classes</b>
Unit 4:	<b>Hip Hop</b>	Duration:	<b>6 classes</b>
Unit 5:	<b>Line Dancing/world dance</b>	Duration:	<b>12 classes</b>
Unit 6:	<b>Lyrical</b>	Duration:	<b>6 classes</b>
Unit 7:	<b>Ballroom</b>	Duration:	<b>12 classes</b>
Unit 8:	<b>Ballet</b>	Duration:	<b>6 classes</b>
Unit 9:	<b>Nutrition review</b>	Duration:	<b>6 classes</b>
Unit 10:	<b>Nutrition 1</b>	Duration:	<b>7 classes</b>
Unit 11:	<b>Nutrition 2</b>	Duration:	<b>7 classes</b>
Unit 12:	<b>Cooking</b>	Duration:	<b>10 classes</b>
BOE Approval Date:		<b>August 25, 2015</b>	

<b>Unit Title: Acro</b>		<b>Unit #: 1</b>
<b>Course: Dance and Nutrition II</b>		<b>Length of Time: 6 Days</b>
<b>Pacing</b>	Day 1: History 2-6: Performance	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the basic movements in acro?</li> <li>• What are the basic safety tips for acro?</li> <li>• What balance skills are needed to successfully perform acro?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Movement Concepts</li> <li>• Acro Skills</li> <li>• Gymnastics concepts</li> <li>• Balance Skills</li> <li>• Partner Lifts</li> <li>• Partner Balances</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the history of acro (gymnastics)</li> <li>• Demonstrate acro skills and partner holds <ul style="list-style-type: none"> <li>○ Warm-up</li> <li>○ Stretching – splits, over-splits, center floor stretches</li> <li>○ Bridges – w/passé / leg up, w/releve, push-ups, bridge walks</li> <li>○ Jumps- tuck, straddle, pike, turns</li> <li>○ Down the floor skills - forward roll, backward roll, straddle roll, pike roll, cartwheels, round-offs, handstands, handstand walks, handstand forward roll, front limber, front and back walkover progressions</li> </ul> </li> <li>• Partner work- partner balances and holds, partner cartwheels, partner rolls, straddle lifts</li> <li>• Stunt routine <ul style="list-style-type: none"> <li>- Partner lifts in groups of 3-4s</li> <li>- Shoulder stands</li> <li>- Hand balances</li> </ul> </li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Class discussion / participation</li> <li>• Teacher observation</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• End of marking period benchmark test</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Give a print out - I.e. – native language</li> </ul>	
<b>Inter-disciplinary Connections</b>		
<b>Lesson res/ Act.</b>		
<b>2009 NJCCCS</b>		
<b>Standard:</b> <i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>		
<b>Strand(s):</b> <b>2.6- A. Fitness and Physical Activity</b>		
<b>Content Statement(s):</b>	<ul style="list-style-type: none"> <li>• Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</li> </ul>	<b>CPI # / CPI(s):</b> 2.6.12.A.1 – A.5

<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
x	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy	x	ICT Literacy		Life and Career Skills		
Pine Hill Public Schools Curriculum							
<b>Unit Title: Jazz</b>						<b>Unit #: 2</b>	
<b>Course: Dance and Nutrition II</b>				<b>Length of Time: 6 Days</b>			
<b>Pacing</b>	Day 1: History 2-6: Performance						
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the basic movements in jazz?</li> <li>• What time period did jazz come from?</li> <li>• How have influential dance choreographers influenced jazz?</li> </ul>						
<b>Content</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Movement Concepts</li> <li>• Skills</li> </ul>						
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the history of jazz</li> <li>• Demonstrate jazz skills and movements <ul style="list-style-type: none"> <li>• warm-up – isolations, roll wrists, center stretches, roll ankles, pikes, straddles</li> <li>• gran batmas – wide 4<sup>th</sup> position – 2<sup>nd</sup> position arms in t (kicks)</li> <li>• ball change</li> <li>• turns – ball change to start – keep feet parallel to front – knee to front</li> <li>• passé</li> <li>• pencil turns</li> <li>• kick ball change</li> <li>• chasse ball change</li> <li>• pivot turn</li> <li>• jazz square</li> <li>• chasse turn to back – chasse turn to front</li> <li>• jazz walks (side to side)</li> </ul> </li> <li>• gran – jete – step step leaps</li> <li>• Jazz combos</li> </ul>						
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Class discussion / participation</li> <li>• Teacher observation</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• End of marking period benchmark test</li> </ul>						
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Give a print out - I.e. – native language</li> </ul>						
<b>Inter-disciplinary Connections</b>							
<b>Lesson res/ Act.</b>							
2009 NJCCCS							
<b>Standard:</b>							
<i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>							

**Strand(s):**  
**2.6- A. Fitness and Physical Activity**

<p><b>Content Statement(s):</b></p> <ul style="list-style-type: none"> <li>• Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</li> </ul>	<p><b>CPI # / CPI(s):</b>                  2.6.12.A.1 – A.5</p>
---	---

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
--	------------------	--	---	--	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

x	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy	x	ICT Literacy		Life and Career Skills		

<b>Unit Title: Contemporary / Modern</b>		<b>Unit #: 3</b>
<b>Course: Dance and Nutrition II</b>		<b>Length of Time: 6 Days</b>
<b>Pacing</b>	Day 1: History 2-6: Performance	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the basic movements in contemporary? Modern?</li> <li>• How do these movements differ from jazz and ballet?</li> <li>• How does contemporary movement show feeling?</li> <li>• Does im-prov express emotion? How?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Movement Concepts</li> <li>• Skills</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the history</li> <li>• Demonstrate skills and movements <ul style="list-style-type: none"> <li>• Space change</li> <li>• Floor and level awareness</li> <li>• “X” – laying on floor <ul style="list-style-type: none"> <li>▪ Curl-ins – 8, 4, 2, 1</li> <li>▪ swings (curled up position) 8, 4 (3 swings –pick it up –back to neutral)</li> </ul> </li> <li>• Downward dog</li> <li>• Swings standing in attitude –bent knee forward and back (arabesque w. attitude)</li> <li>• Triplets – walking, - down, up, up turning- down, up up (switch sides each time)</li> <li>• Improv</li> <li>• Contact improv</li> <li>• “games” <ul style="list-style-type: none"> <li>▪ - add on ...join ...copy for 8 counts...move on your own ...repeat</li> </ul> </li> </ul> </li> <li>• Levels and space- “start on a low level...roll and stand up anyway you choose by 8...move to a high level for 8...”</li> <li>• Poem expression improv</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Class discussion / participation</li> <li>• Teacher observation</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• End of marking period benchmark test</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Give a print out - I.e. – native language</li> </ul>	
<b>Inter-disciplinary Connections</b>	English – creative dance (create poem and act out using dance)	
<b>Lesson res/ Act.</b>		
<b>2009 NJCCCS</b>		
<b>Standard:</b> <i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>		
<b>Strand(s):</b> <b>2.6- A. Fitness and Physical Activity</b>		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
<ul style="list-style-type: none"> <li>• Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</li> </ul>	2.6.12.A.1 – A.5	
<b><u>21<sup>st</sup> Century Themes</u></b>		

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation		Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy	x	ICT Literacy		Life and Career Skills		

<b>Unit Title: Hip-Hop</b>		<b>Unit #: 4</b>
<b>Course: Dance and Nutrition II</b>		<b>Length of Time: 6 Days</b>
<b>Pacing</b>	Day 1: History 2-6: Performance	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the basic movements in Hip-hop?</li> <li>• What are the different types of hip hop?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Movement Concepts</li> <li>• Skills</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the history of hip-hop</li> <li>• Demonstrate hip hop skills and movements <ul style="list-style-type: none"> <li>• Hip hop slide – slide, ball change</li> <li>• Hip hop skip – kick, step, step</li> <li>• Flip and switch – squat, one hand back, lift up and switch</li> <li>• Knot – table top, kick leg through/under other leg, and return to start</li> <li>• Coffee Grinder</li> <li>• Kick front</li> <li>• Kick back</li> <li>• Kip ups – from laying on back</li> <li>• Walk it out</li> <li>• Cabbage patch</li> <li>• Kid and play</li> <li>• Krumping <ul style="list-style-type: none"> <li>▪ Chest pops</li> <li>▪ Shoulder rolls</li> <li>▪ Arm swings / punches</li> <li>▪ Foot stomps</li> <li>▪ Leg pops</li> <li>▪ Bucking up</li> </ul> </li> <li>• Popping and locking <ul style="list-style-type: none"> <li>▪ Isolations</li> </ul> </li> <li>• Breaking <ul style="list-style-type: none"> <li>▪ Toprock – “Indian” step</li> <li>▪ Six step</li> <li>▪ Three step</li> <li>▪ Bicycle pump</li> <li>▪ Worm</li> <li>▪ Freezes</li> <li>▪ Back spins</li> </ul> </li> </ul> </li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Class discussion / participation</li> <li>• Teacher observation</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• End of marking period benchmark test</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Give a print out - I.e. – native language</li> </ul>	
<b>Inter-disciplinary Connections</b>	History (urban) Internet blog	
<b>Literacy standards:</b>	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.	

**2009 NJCCCS**

**Standard:**

**2.6: Fitness:** *All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.*

**Strand(s):**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

2.6.12.A.1 – A.5

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
--	------------------	--	---	--	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

X	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		



<b>Unit Title: Line &amp; World Dancing</b>		<b>Unit #: 5</b>
<b>Course: Dance and Nutrition II</b>		<b>Length of Time: 12 Days</b>
<b>Pacing</b>	Day 1: History 2-6: Performance	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the basic movements in country line dancing?</li> <li>• What role does dance play in a culture?</li> <li>• What language does dance speak?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Movement Concepts</li> <li>• Skills</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the history of line dancing</li> <li>• Demonstrate country line dancing skills and movements <ul style="list-style-type: none"> <li>• hook step</li> <li>• heel – toes</li> <li>• sailor step</li> <li>• grapevine or vine</li> <li>• heel dig</li> <li>• double heel dig</li> <li>• weave</li> <li>• jazz box</li> <li>• pivot turn</li> <li>• kick – ball- change</li> <li>• slide</li> </ul> </li> <li>-barn dance</li> <li>-across the room partner dance</li> <li>-partner circle dance</li> <li>- World dances <ul style="list-style-type: none"> <li>- The Hora, Bollywood, Flamenco, Belly Dance, Swing, Hula, African dance</li> </ul> </li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Class discussion / participation</li> <li>• Teacher observation</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• End of marking period benchmark test</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Give a print out - I.e. – native language</li> </ul>	
<b>Inter-disciplinary Connections</b>	American History Internet Blog	
<b>Literacy Standard:</b>	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.	
<b>2009 NJCCCS</b>		
<b>Standard:</b> <i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>		
<b>Strand(s):</b> <b>2.6- A. Fitness and Physical Activity</b>		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
<ul style="list-style-type: none"> <li>• Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased</li> </ul>	2.6.12.A.1 – A.5	

health, fitness, enjoyment, challenges, self-expression, and social interaction.							
<b><u>21<sup>st</sup> Century Themes</u></b>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

<b>Unit Title: Lyrical</b>		<b>Unit #: 6</b>
<b>Course: Dance and Nutrition II</b>		<b>Length of Time: 6 Days</b>
<b>Pacing</b>	Day 1: History 2-6: Performance	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the basic movements in lyrical?</li> <li>• How does lyrical differ from ballet?</li> <li>• How can you tell a story through lyrical?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Movement Concepts</li> <li>• Skills</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the history of lyrical</li> <li>• Demonstrate lyrical skills and movements <ul style="list-style-type: none"> <li>• warm-up – isolations, roll wrists, center stretches, roll ankles, pikes, straddles</li> <li>• gran batmas – wide 4<sup>th</sup> position – 2<sup>nd</sup> position arms in t (kicks)</li> <li>• ball change</li> <li>• turns – ball change to start – keep feet parallel to front – knee to front</li> <li>• passé</li> <li>• pencil turns</li> <li>• kick ball change</li> <li>• chasse ball change</li> <li>• pivot turn</li> <li>• jazz square</li> <li>• chasse turn to back – chasse turn to front</li> <li>• jazz walks (side to side)</li> <li>• gran – jete – step step leaps</li> <li>• “center bar” <ul style="list-style-type: none"> <li>▪ plie in 1<sup>st</sup> and 2<sup>nd</sup> (attempt 5<sup>th</sup> depending on skill and flexibility level)</li> <li>▪ arms – 1<sup>st</sup> low – mid 5<sup>th</sup> – high 5<sup>th</sup> – out 2<sup>nd</sup></li> <li>▪ Tendu – “en Que” (front, side, back, side)</li> <li>▪ De-ga-ge- tendu with a lift off floor</li> <li>▪ Petite allegro – small jumps <ul style="list-style-type: none"> <li>• Sobra sos - petite allegro 1<sup>st</sup> 2<sup>nd</sup> 1<sup>st</sup></li> </ul> </li> <li>▪ Glissade – small slide jump side to side</li> <li>▪ Jete</li> <li>▪ Pirouettes- 4<sup>th</sup> position to prep for correct turns <ul style="list-style-type: none"> <li>• 1<sup>st</sup>- tandu - prepare in 4<sup>th</sup> – passé – close (back to 1<sup>st</sup>)</li> <li>• 1<sup>st</sup> – tandu- prepare in 4<sup>th</sup> – passé releve -close (to 1<sup>st</sup>)</li> <li>• 1<sup>st</sup>- tandu – prepare in 4<sup>th</sup> ... 1/4 turn / ½ turn / full turn – close</li> </ul> </li> </ul> </li> <li>• across floor <ul style="list-style-type: none"> <li>▪ chasse (chase across floor) arms in mid 5<sup>th</sup></li> <li>▪ Arabesque</li> <li>▪ Gran Jete – split leaps</li> <li>▪ Chaîne turns (game- turn across room make a full complete circle)</li> <li>▪ Pique turns – to side then across room <ul style="list-style-type: none"> <li>• Stop and point to front then side</li> </ul> </li> </ul> </li> </ul> </li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Class discussion / participation</li> <li>• Teacher observation</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• End of marking period benchmark test</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Give a print out - I.e. – native language</li> </ul>	
<b>Inter-disciplinary</b>	Weekly Blog	

<b>Connections</b>							
<b>Literacy Standards:</b>		LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.					
<b>2009 NJCCCS</b>							
<b>Standard:</b>							
<i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>							
<b>Strand(s):</b>							
<b>2.6- A. Fitness and Physical Activity</b>							
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>			
<ul style="list-style-type: none"> <li>Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</li> </ul>				2.6.12.A.1 – A.5			
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
X	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Ballroom Dance</b>	<b>Unit #: 7</b>
<b>Course: Dance and Nutrition II</b>	<b>Length of Time: 12 Days</b>
<b>Pacing</b>	Day 1: History 2-6: Performance
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the basic movements in ballroom dance?</li> <li>• What are different types of ballroom dance?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Movement Concepts</li> <li>• Skills</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the history of ballroom dance</li> <li>• Demonstrate ballroom dance skills and movements               <ul style="list-style-type: none"> <li>• cha-cha</li> <li>• foxtrot</li> <li>• jive</li> <li>• lindy hop</li> <li>• mambo</li> <li>• paso doble</li> <li>• quickstep</li> <li>• rumba</li> <li>• samba</li> <li>• tango</li> <li>• waltz</li> <li>• Viennese waltz</li> </ul> </li> </ul>
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Class discussion / participation</li> <li>• Teacher observation</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• End of marking period benchmark test</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Give a print out - I.e. – native language</li> </ul>
<b>Inter-disciplinary Connections</b>	Spanish Internet Blog
<b>Literacy Standards:</b>	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.
<b>2009 NJCCCS</b>	
<b>Standard:</b> <i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>	
<b>Strand(s):</b> <b>2.6- A. Fitness and Physical Activity</b>	
<b>Content Statement(s):</b> <ul style="list-style-type: none"> <li>• Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</li> </ul>	<b>CPI # / CPI(s):</b> 2.6.12.A.1 – A.5

21<sup>st</sup> Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	--	---	--	----------------	--	-----------------

21<sup>st</sup> Century Skills

X	Creativity and Innovation		Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Ballet</b>	<b>Unit #: 8</b>
<b>Course: Dance and Nutrition II</b>	<b>Length of Time: 6 Days</b>
<b>Pacing</b>	Day 1: History 2-6: Performance
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the basic movements in ballet?</li> <li>• What are the 3 ballet positions learned in class?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Movement Concepts</li> <li>• Skills</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the history of ballet</li> <li>• Demonstrate ballet skills and movements <ul style="list-style-type: none"> <li>• “Center bar” <ul style="list-style-type: none"> <li>▪ plie in 1<sup>st</sup> and 2<sup>nd</sup> (attempt 5<sup>th</sup> depending on skill and flexibility level)</li> <li>▪ arms – 1<sup>st</sup> low – mid 5<sup>th</sup> – high 5<sup>th</sup> – out 2<sup>nd</sup></li> <li>▪ Tendu – “en Que” (front, side, back, side)</li> <li>▪ De-ga-ge- tendu with a lift off floor</li> <li>▪ Petite allegro – small jumps <ul style="list-style-type: none"> <li>• Sobra sos - petite allegro 1<sup>st</sup> 2<sup>nd</sup> 1<sup>st</sup></li> </ul> </li> <li>▪ Glissade – small slide jump side to side</li> <li>▪ Jete</li> <li>▪ Pirouettes- 4<sup>th</sup> position to prep for correct turns <ul style="list-style-type: none"> <li>• 1<sup>st</sup>- tandu - prepare in 4<sup>th</sup> – passé – close (back to 1<sup>st</sup>)</li> <li>• 1<sup>st</sup> – tandu- prepare in 4<sup>th</sup> – passé releve -close (to 1<sup>st</sup>)</li> <li>• 1<sup>st</sup>- tandu – prepare in 4<sup>th</sup> ...1/4 turn / ½ turn / full turn – close</li> </ul> </li> </ul> </li> <li>• across floor <ul style="list-style-type: none"> <li>▪ chasse (chase across floor) arms in mid 5<sup>th</sup></li> <li>▪ Arabesque</li> <li>▪ Gran Jete – split leaps</li> <li>▪ Chaine turns (game- turn across room make a full complete circle)</li> <li>▪ Pique turns – to side then across room <ul style="list-style-type: none"> <li>• Stop and point to front then side</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<b>Assessments</b>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>• Class discussion / participation</li> <li>• Teacher observation</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>• End of marking period benchmark test</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Give a print out - I.e. – native language</li> </ul>
<b>Inter-disciplinary Connections</b>	French – ballet terms are French words Blog weekly
<b>Literacy standards:</b>	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.
<b>2009 NJCCCS</b>	
<b>Standard:</b> <i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>	

**Strand(s):****2.6- A. Fitness and Physical Activity****Content Statement(s):**

- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

2.6.12.A.1 – A.5

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
--	------------------	--	---	--	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

X	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		



**Pine Hill Public Schools Curriculum**

<b>Unit Title: Nutrition Review</b>		<b>Unit #: 9</b>
<b>Course: Dance and Nutrition II</b>		<b>Length of Time: 6 Days</b>
<b>Pacing</b>	Day 1-2: essential nutrition 3: dietary recommendations and requirements 4: vitamins and minerals 5: food labels 6: assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do we intake all the vitamins and minerals we need?</li> <li>• What effect does our BMI and body composition have on our health?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Calories, fat, protein, carbohydrates, vitamins, minerals, water</li> <li>• Food groups</li> <li>• Energy and how to burn fat</li> <li>• Diet and disease</li> <li>• Body composition</li> <li>• BMI</li> <li>• Obesity</li> <li>• Fast food</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the role calories have on our body</li> <li>• Explain what the purpose of the FDA is</li> <li>• Describe how body composition and BMI are related to health</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Class discussion / participation</li> <li>• Teacher observation</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• End of marking period benchmark test</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Give a print out - I.e. – native language</li> </ul>	
<b>Inter-disciplinary Connections</b>	Cooking, nutrition, science Internet blog	
<b>Literacy standards:</b>	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.	
<b>2009 NJCCCS</b>		
<b>Standard:</b> <i>2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle</i> <i>2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i> <i>2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>		
<b>Strand(s):</b> <b>2.1- B. Nutrition</b> <b>2.2 – B. Decision-Making and Goal Setting</b> <b>2.6- A. Fitness and Physical Activity</b>		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
<ul style="list-style-type: none"> <li>• Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness</li> </ul>	2.1.12.B.1-B.3	

<ul style="list-style-type: none"> <li>• Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</li> <li>• Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</li> </ul>	<p>2.2.12.B1- B.2</p> <p>2.6.12.A.1 – A.5</p>
--	---

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
--	------------------	--	---	--	----------------	---	-----------------

**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Nutrition 1	
Unit #: 10	
Course: Dance and Nutrition II	
Length of Time: 7 Days	
<b>Pacing</b>	Day 1: supplements 2: super foods 3: plant based nutrition 4: the role of nutrition on cancer 5-7: project assessment
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do we supplement our nutrition in addition to our diet?</li> <li>• What is the purpose of super foods?</li> <li>• How does our diet affect the environment inside our bodies?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Dietary Supplements: Evaluating the Evidence</li> <li>• Functional and “Super” Foods: Their Role in Optimal Nutrition</li> <li>• Plant-based Nutrition: Controversies and Considerations</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the role of supplements</li> <li>• Explain the role of super foods</li> <li>• Explain the pros and cons of a plant based diet vs. an animal based diet</li> <li>• Describe how the foods we eat can affect our health</li> </ul>
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Class discussion / participation</li> <li>• Teacher observation</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• End of marking period benchmark test</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Give a print out - I.e. – native language</li> </ul>
<b>Inter-disciplinary Connections</b>	Cooking, nutrition, science Internet blog
<b>Literacy standards:</b>	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.
2009 NJCCCS	
<b>Standard:</b>	
<i>2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle</i>	
<i>2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i>	
<i>2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>	
<b>Strand(s):</b>	
<b>2.1- B. Nutrition</b>	
<b>2.2 – B. Decision-Making and Goal Setting</b>	
<b>2.6- A. Fitness and Physical Activity</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
<ul style="list-style-type: none"> <li>• Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness</li> </ul>	2.1.12.B.1-B.3
<ul style="list-style-type: none"> <li>• Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</li> </ul>	2.2.12.B1- B.2
	2.6.12.A.1 – A.5

- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
--	------------------	--	---	--	----------------	---	-----------------

**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		



<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title:</b> Dance and Nutrition II	<b>Unit #:</b> 11
<b>Course:</b> Dance and Nutrition II	<b>Length of Time:</b> 7 Days
<b>Pacing</b>	Day 1: Macro-nutrients (calculations) 2: resting heart rate, VO2 MAX, Basal Metabolism (calculations) 3-4: creb cycle & ATP 5-7: project assessment: Calculate your own macros and create a diet based upon your specific dietary needs
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do we burn calories?</li> <li>● What is your basal metabolism?</li> <li>● How do you calculate your heart rate and VO2 MAX?</li> <li>● Can you calculate your macro-nutrients?</li> <li>● What is the creb cycle?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>● Dietary Supplements: Evaluating the Evidence</li> <li>● Functional and “Super” Foods: Their Role in Optimal Nutrition</li> <li>● Plant-based Nutrition: Controversies and Considerations</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Explain the role of macros.</li> <li>● Describe the role of ATP in the body and what the creb cycle has to do with that</li> <li>● Calculate your basal metabolism</li> </ul>
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>● Class discussion / participation</li> <li>● Teacher observation</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>● End of marking period benchmark test</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Give a print out - I.e. – native language</li> </ul>
<b>Inter-disciplinary Connections</b>	Cooking, nutrition, science Internet blog
<b>Literacy standards:</b>	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.
<b>2009 NJCCCS</b>	
<b>Standard:</b>	
<i>2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle</i>	
<i>2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i>	
<i>2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>	
<b>Strand(s):</b>	
<b>2.1- B. Nutrition</b>	
<b>2.2 – B. Decision-Making and Goal Setting</b>	
<b>2.6- A. Fitness and Physical Activity</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
<ul style="list-style-type: none"> <li>● Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness</li> <li>● Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime.</li> </ul>	2.1.12.B.1-B.3  2.2.12.B1- B.2

<ul style="list-style-type: none"> <li>• Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</li> </ul>				2.6.12.A.1 – A.5			
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools Curriculum**

<b>Unit Title: Practical Nutrition</b>		<b>Unit #: 12</b>
<b>Course: Dance and Nutrition II</b>		<b>Length of Time: 10 Days</b>
<b>Pacing</b>	Day 1: Breakfast 2:Lunch & Healthy Snacks 3: Dinner 4-5: Fast food (healthier food options on the go) 6-9: Create a nutrition plan 10: assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do we plan ahead and create healthy meals?</li> <li>• What type of shopping list do we need?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Dietary Supplements: Evaluating the Evidence</li> <li>• Functional and “Super” Foods: Their Role in Optimal Nutrition</li> <li>• Plant-based Nutrition: Controversies and Considerations</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain why you need to eat small healthy meals</li> <li>• Describe how to create a meal that is nutritious and delicious</li> <li>• Create a food menu for a week</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Class discussion / participation</li> <li>• Teacher observation</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• End of marking period benchmark test</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Give a print out - I.e. – native language</li> </ul>	
<b>Inter-disciplinary Connections</b>	Cooking, nutrition, science Internet blog	
<b>Literacy standards:</b>	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.	
<b>2009 NJCCCS</b>		
<b>Standard:</b> <i>2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle</i> <i>2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i> <i>2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>		
<b>Strand(s):</b> <b>2.1- B. Nutrition</b> <b>2.2 – B. Decision-Making and Goal Setting</b> <b>2.6- A. Fitness and Physical Activity</b>		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
<ul style="list-style-type: none"> <li>• Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness</li> </ul>	2.1.12.B.1-B.3	
<ul style="list-style-type: none"> <li>• Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</li> </ul>	2.2.12.B1- B.2	
<ul style="list-style-type: none"> <li>• Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased</li> </ul>	2.6.12.A.1 – A.5	

health, fitness, enjoyment, challenges, self-expression, and social interaction.							
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		