

## Pine Hill Public Schools Curriculum

Content Area:		<b>Dance and Nutrition</b>	
Course Title/ Grade Level:		All	
Unit 1:	<b>Acro.</b>	Duration:	<b>8 days</b>
Unit 2:	<b>Ballet</b>	Duration:	<b>6 days</b>
Unit 3:	<b>Jazz</b>	Duration:	<b>6 days</b>
Unit 4:	<b>Contemporary/ Modern</b>	Duration:	<b>6 days</b>
Unit 5:	<b>Country Line Dancing</b>	Duration:	<b>6 days</b>
Unit 6:	<b>Lyrical</b>	Duration:	<b>6 days</b>
Unit 7:	<b>Hip-Hop</b>	Duration:	<b>6 days</b>
Unit 8:	<b>Latin Dance</b>	Duration:	<b>6 days</b>
Unit 9:	<b>International Dance</b>	Duration:	<b>6 days</b>
Unit 10:	<b>Nutrition Basics</b>	Duration:	<b>20 days</b>
Unit 11:	<b>World Nutrition</b>	Duration:	<b>9 days</b>
Unit 12:	<b>Daily Nutrition</b>	Duration:	<b>10 days</b>
Date Created or Revised:		August 26, 2014	

**Pine Hill Public Schools Curriculum**

<b>Unit Title: Acro</b>		<b>Unit #: 1</b>
<b>Course: Dance and Nutrition</b>		<b>Length of Time: 8 Days</b>
<b>Pacing</b>	Day 1: syllabus and rules 2: Dance concepts 3: History 4-8: Performance	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does dance and movement express feelings?</li> <li>• What are the basic movements in acro?</li> <li>• What are the basic safety tips for acro?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Rules and class expectations</li> <li>• History</li> <li>• Movement Concepts</li> <li>• Acro Skills             <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> <li>○ Partner work- partner balances and holds, partner cartwheels, partner rolls, straddle lifts</li> </ul> </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</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>	Science – angles, balance points, pivot points, fulcrums, levers Blog specific to unit	
<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> <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**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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**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>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Ballet</b>	<b>Unit #: 2</b>
<b>Course: Dance and Nutrition</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>
<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			
<u><b>21<sup>st</sup> Century Themes</b></u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u><b>21<sup>st</sup> Century Skills</b></u>							
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: Jazz</b>	<b>Unit #: 3</b>
<b>Course: Dance and Nutrition</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> </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> <li>• gran – jete – step step leaps</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>	History - 1920s, Bob Fosse 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>	
<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**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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**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>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Contemporary / Modern</b>	
<b>Unit #: 4</b>	
<b>Course: Dance and Nutrition</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> </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> <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> </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>	English – creative dance (create poem and act out using dance) and improv  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>	
<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**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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**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>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Country Line Dancing</b>	
<b>Unit #: 5</b>	
<b>Course: Dance and Nutrition</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 country line dancing?</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 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> </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> <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**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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**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: Lyrical</b>	<b>Unit #: 6</b>
<b>Course: Dance and Nutrition</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> </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>	<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>	Weekly 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.
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**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	X	Health Literacy
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**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>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Hip-Hop</b>	<b>Unit #: 7</b>
<b>Course: Dance and Nutrition</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>	<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>	History (urban) Internet blog
<b>Literacy standards:</b>	<p>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.</p> <p>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.</p>

**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	X	Health Literacy
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**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**

**Unit Title: Latin Dance** **Unit #: 8**

**Course: Dance and Nutrition** **Length of Time: 6 Days**

**Pacing**  
 Day  
 1: History  
 2-6: Performance

**Essential Questions**

- What are the basic movements in Latin dance?
- What are different types of Latin dance?

**Content**

- History
- Movement Concepts
- Skills

**Skills**

- Explain the history of Latin dance
- Demonstrate Latin dance skills and movements
  - cha-cha
  - rumba step
  - salsa step
  - merengue
  - samba

**Assessments**

Formative:

- Class discussion / participation
- Teacher observation

Summative:

- End of marking period benchmark test

**Interventions / differentiated instruction**

- Give a print out - I.e. - native language

**Inter-disciplinary Connections**  
 Spanish  
 Internet Blog

**Literacy Standards:**  
 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**

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

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**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>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: International Dance</b>	<b>Unit #: 9</b>
<b>Course: Dance and Nutrition</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 countries covered?</li> <li>● What are the differences in the different countries dances?</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 each international dance</li> <li>● Demonstrate each dance and movements <ul style="list-style-type: none"> <li>• Bollywood <ul style="list-style-type: none"> <li>▪ Lotus (first position)</li> <li>▪ Shoulder movement (up and down)</li> <li>▪ Basic positions</li> <li>▪ Arms – prayer, bud, T, modified OK, extended prayer, light bulb, bangles, bhangra L, sideways T</li> <li>▪ Lower body – basic step, heels, back point step</li> <li>▪ Hand-rolls</li> <li>▪ Bow and arrow</li> </ul> </li> <li>• African Dance <ul style="list-style-type: none"> <li>▪ Steps using the clock- steps in 3 for direction</li> <li>▪ Bounce / rythem/ march</li> <li>▪ Jumps</li> </ul> </li> <li>• Russian Folk Dance</li> <li>• German Dance</li> <li>• Hebrew Dance</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>	World History  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>	<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</li> </ul>	2.6.12.A.1 – A.5

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>							
	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 Basics**

**Unit #: 10**

**Course: Dance and Nutrition**

**Length of Time: 20 Days**

**Pacing**

Day  
 1-4: Essential nutrition / vitamins and minerals  
 5-6: Dietary recommendations & FDA  
 7: assessment  
 8-9: Food groups  
 10-11: How we use energy (fat burn)  
 12: assessment  
 13-14: Role of diet on diseases  
 15-16: Body Composition, BMI, and Obesity  
 17-19: Fast food and its effects on America  
 20: assessment

**Essential Questions**

- How do we intake all the vitamins and minerals we need?
- What effect does our BMI and body composition have on our health?

**Content**

- Calories, fat, protein, carbohydrates, vitamins, minerals, water
- Food groups
- Energy and how to burn fat
- Diet and disease
- Body composition
- BMI
- Obesity
- Fast food

**Skills**

- Explain the role calories have on our body
- Explain what the purpose of the FDA is
- Describe how body composition and BMI are related to health

**Assessments**

- Formative:
- Class discussion / participation
  - Teacher observation
- Summative:
- End of marking period benchmark test

**Interventions / differentiated instruction**

- Give a print out  
 - I.e. – native language

**Inter-disciplinary Connections**

Cooking, nutrition, science  
 Internet blog

**Literacy standards:**

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:**

- 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle*
- 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.*
- 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.*

**Strand(s):**

- 2.1- B. Nutrition**
- 2.2 – B. Decision-Making and Goal Setting**
- 2.6- A. Fitness and Physical Activity**

<p><b>Content Statement(s):</b></p> <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> <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></p> <p>2.1.12.B.1-B.3</p> <p>2.2.12.B1- B.2</p> <p>2.6.12.A.1 – A.5</p>
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**21<sup>st</sup> Century Themes**

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

<b>Unit Title: World Nutrition</b>		<b>Unit #: 11</b>
<b>Course: Dance and Nutrition</b>		<b>Length of Time: 9 Days</b>
<b>Pacing</b>	Day 1-2: American diets 3-4: Asian diets 5-6: Mediterranean diets 7-8: Nordic diets 9:assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is the difference between a traditional American diet and diets of other countries?</li> <li>• What is the healthiest country in the world?</li> <li>• Where does America rank?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Portion sizes</li> <li>• Types of food</li> <li>• The way foods are prepared</li> <li>• The lifestyle that accompanies these cultures</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Compare and contrast the food choices of the different cultures</li> <li>• Compare and contrast how the countries lifestyles are different</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, geography 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:**

*2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle*

*2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.*

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

**Strand(s):**

**2.1- B. Nutrition**

**2.2 – B. Decision-Making and Goal Setting**

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

**Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness
- Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.
- 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):**

- 2.1.12.B.1-B.3
- 2.2.12.B1- B.2
- 2.6.12.A.1 – A.5

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

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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**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: Daily Nutrition**

**Unit #: 12**

**Course: Dance and Nutrition**

**Length of Time: 10 Days**

<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>• Explain how to make healthier choices when eating out</li> <li>• Explain why breakfast and snacks are important throughout the day.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Healthy breakfast options</li> <li>• Healthy lunch options</li> <li>• Healthy dinner options</li> <li>• Healthier fast food options</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describe how to create a healthy meal</li> <li>• Compare and contrast the difference in fast food options</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>	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**

**Standard:**

*2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle*

*2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.*

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

**Strand(s):**

**2.1- B. Nutrition**

**2.2 – B. Decision-Making and Goal Setting**

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

**Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness
- Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.
- 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):**

- 2.1.12.B.1-B.3
- 2.2.12.B1- B.2
- 2.6.12.A.1 – A.5

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

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