

Long Beach Island Consolidated School District Curriculum

Grade: 6	Content Area: Dance
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Original Adoption: October 23, 2019
Revised on: March 18, 2019
Revised by: C. McBride, C. Sheplin

Long Beach Island Consolidated School District Curriculum

Grade: 6	Content Area: Dance
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Recommended Pacing Guide	
Body Awareness	10 Days
Introduction to Improvisation and Composition	10 Days
Performing Movement Phrases	10 Days
Incorporating Social, Historical, and Cultural Themes and Choreographic Devices	10 Days

Accommodations/Modifications
<p>English Language Learners:</p> <ul style="list-style-type: none">• Students work with buddies• Preferential Seating• Restate, reword or clarify directions <p>Special Education/504 Plans/Students with Disabilities:</p> <ul style="list-style-type: none">• Provide differentiated instruction as needed• Follow all IEP modifications/504 plan• Count beats out loud with teacher• Give short specific movements• Avoid complex ideas/movements• Move in an area that is free of visual, auditory, and physical distractions.• Possibly use same color wrist and/or ankle “bracelets” for instructor and dancer to follow each other, or do side-by-side/front-back• Provide colorful props• Use cue words• Transfer music into a physical experience. Encourage students to feel the beat through the ground, or let them manipulate instruments and props to create rhythms that can be felt.• Make rhythm visual. Bounce a ball, flash lights, clap, or exaggerate a rhythm with other parts of the body.• Make use of creative methods for “feeling” the beats, such as with balloons, drums, or other sound transfer methods.• Provide a chair for rest periods or a space near the wall for leaning, for those who use canes, crutches, or walkers for when they need their hands/arms free.• Give a 5 minute, then 1 minute ‘warning’ when you are going to stop and move on to another activity.• Give each student enough time to explore and practice a movement since motor ability is limited and reaction time is slower.

Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

- Provide a safe, obstacle free dance space that can facilitate trust and uninhibited movement exploration

Students at Risk of Failure:

- Provide lots of encouragement and practice.
- Provide routine
- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc.)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy

Culturally Diverse:

- Establish a positive connection with parents
- Communicate high expectations for the success of all students
- Provide social/emotional support
- Seek information about home culture to gain understanding

Unit 1: Body Awareness

Duration: 10 Days

Standards/Learning Targets

New Jersey Student Learning Standards:

- **Create**
 - Integrate a variety of isolated and coordinated movements in dance compositions and performances. - 1.1.8.A.4
 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. - 1.2.8.A.1

Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

- Create a dance with peers, demonstrating the ability to understand and use choreographic structures such as ABA, theme and variation, canon, call and response, counterpoint. - 1.3.8.A.3
- Create a multimedia presentation comparing and contrasting past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. - 1.2.8.A.2
- **Perform**
 - In dance performances, integrate isolated and coordinated movements, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. - 1.1.8.A.4
 - Students perform, demonstrating the ability to recall and reproduce complex movement phrases and spatial formations. - 1.1.8.A.4
 - Perform independently and in groups with appropriate expressive qualities. - 1.3.8.B.2
- **Critically Respond**
 - Examine how dance compositions are influenced by various social themes and arts media. - 1.1.8.A.3
 - Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative. - 1.1.8.A.1
 - Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships. - 1.1.8.A.2
 - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. - 1.1.8.D.1
 - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. - 1.1.8.D.2
 - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. - 1.2.8.A.2
 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. - 1.2.8.A.3
 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. - 1.4.8.A.1
 - Interpret symbolism and metaphors embedded in works of dance. - 1.4.8.A.5

Primary Interdisciplinary Connections:

- Compare and contrast cultural practices of Native American groups (social studies)
 - **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of

Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- Engage in collaborative discussions utilizing effective speaking and listening skills (English/Language Arts)
 - **SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Utilize ratios and proportional relationships (Mathematics)
 - **6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
- Real world problems with surface and area (Mathematics)
 - **6.G.A.4** Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
- Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.
 - **1.4A** Aesthetic Responses & Critique Methodologies
- Perceive artworks from structural, historical, cultural, and aesthetic perspectives.
 - **1.4A** Aesthetic Responses & Critique Methodologies

Technology Standards:

- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Career Ready Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.

Long Beach Island Consolidated School District Curriculum

Grade: 6	Content Area: Dance
<ul style="list-style-type: none"> ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence. 	
Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> ● Peer Assessment ● Pair-share ● Peer evaluation and observation ● Lesson task checklist ● Performance task checklist 	Alternative Assessments: <ul style="list-style-type: none"> ● Self-Assessment ● Journal entries ● Self reflection - Mapping ones journey ● Flipgrid ● Seesaw (Digital Portfolio) ● Arts Achieve http://www.artsachieve.org/dance-performance-assessment/ ● Arts Assessment for Learning http://artsassessmentforlearning.org/dance/
Summative Assessments: <ul style="list-style-type: none"> ● Learn a dance phrase ● Create a solo ● Create a collaborative group dance or duet ● Infer style and genre in a dance and justify response ● Analyze elements of dance ● Reflect on and interpret meaning ● Body Awareness Rubric 	Benchmark Assessments: <ul style="list-style-type: none"> ● A final benchmark assessment will be given at the end of this unit based on the students' ability to demonstrate body awareness. ● Oral review of techniques and vocabulary
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> ● Forms of dance influenced by time, place, and people. ● The dancer and music can control dance. ● Dance is an important element in a culture. ● There is a process involved in creating an original work. 	Essential Questions: <ul style="list-style-type: none"> ● How are forms of dance influenced by time, place, and people? ● What controls the dance; the dancer or the music? ● How is dance an important element in a culture? ● What is the process for creating an original work?

Long Beach Island Consolidated School District Curriculum

Grade: 6	Content Area: Dance
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<ul style="list-style-type: none"> ● There are certain elements that make an effective dance performer. ● There are certain elements that make an effective dance performance. ● There is specific criteria involved with critiquing a dance performance. 	<ul style="list-style-type: none"> ● What makes an effective dance performer? ● What makes an effective dance performance? ● How does one critique a dance performance?
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● A Mini History of Dance: http://dancersgroup.org/2009/12/a-mini-history-of-dance-education/ ● Teaching Dance History “White Paper” http://www.danceheritage.org/teachingdancehistory.pdf ● History of Dance Part 1: https://educationcloset.com/2015/04/06/supporting-history-class-through-the-history-of-dance-part-i/ ● Responding to Dance https://www.ket.org/education/resources/responding-to-dance/ ● Additional materials can include various audio and video recordings and printed materials. 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● “The Legend of the Bluebonnet” or “The Legend of the Indian Paintbrush” ● Newsela ● CommonLit ● ReadWorks
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Accommodations/Modifications

<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Students work with buddies ● Preferential Seating ● Restate, reword or clarify directions <p>Special Education/504 Plans/Students with Disabilities:</p> <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all IEP modifications/504 plan ● Count beats out loud with teacher ● Give short specific movements ● Avoid complex ideas/movements ● Move in an area that is free of visual, auditory, and physical distractions. ● Possibly use same color wrist and/or ankle “bracelets” for instructor and dancer to
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Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

follow each other, or do side-by-side/front-back

- Provide colorful props
- Use cue words
- Transfer music into a physical experience. Encourage students to feel the beat through the ground, or let them manipulate instruments and props to create rhythms that can be felt.
- Make rhythm visual. Bounce a ball, flash lights, clap, or exaggerate a rhythm with other parts of the body.
- Make use of creative methods for “feeling” the beats, such as with balloons, drums, or other sound transfer methods.
- Provide a chair for rest periods or a space near the wall for leaning, for those who use canes, crutches, or walkers for when they need their hands/arms free.
- Give a 5 minute, then 1 minute ‘warning’ when you are going to stop and move on to another activity.
- Give each student enough time to explore and practice a movement since motor ability is limited and reaction time is slower.
- Provide a safe, obstacle free dance space that can facilitate trust and uninhibited movement exploration

Students at Risk of Failure:

- Provide lots of encouragement and practice.
- Provide routine
- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc.)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Make sure children feel welcome and comfortable while being discrete
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Culturally Diverse:

- Establish a positive connection with parents
- Communicate high expectations for the success of all students
- Provide social/emotional support

Long Beach Island Consolidated School District Curriculum

Grade: 6	Content Area: Dance
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- Seek information about home culture to gain understanding

Unit 2: Introduction to Improvisation and Composition	Duration: 10 Days Throughout
Standards/Learning Targets	
New Jersey Student Learning Standards: <ul style="list-style-type: none">• Create<ul style="list-style-type: none">○ Integrate a variety of isolated and coordinated movements in dance compositions and performances. - 1.1.8.A.4○ Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. - 1.2.8.A.1○ Create a dance with peers, demonstrating the ability to understand and use choreographic structures such as ABA, theme and variation, canon, call and response, counterpoint. - 1.3.8.A.3○ Create a multimedia presentation comparing and contrasting past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. - 1.2.8.A.2• Perform<ul style="list-style-type: none">○ In dance performances, integrate isolated and coordinated movements, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. - 1.1.8.A.4○ Students perform, demonstrating the ability to recall and reproduce complex movement phrases and spatial formations. - 1.1.8.A.4○ Perform independently and in groups with appropriate expressive qualities. - 1.3.8.B.2• Critically Respond<ul style="list-style-type: none">○ Examine how dance compositions are influenced by various social themes and arts media. - 1.1.8.A.3○ Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative. - 1.1.8.A.1	

Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

- Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships. - 1.1.8.A.2
- Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. - 1.1.8.D.1
- Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. - 1.1.8.D.2
- Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. - 1.2.8.A.2
- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. - 1.2.8.A.3
- Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. - 1.4.8.A.1
- Interpret symbolism and metaphors embedded in works of dance. - 1.4.8.A.5

Primary Interdisciplinary Connections:

- Compare and contrast cultural practices of Native American groups (social studies)
 - **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- Engage in collaborative discussions utilizing effective speaking and listening skills (English/Language Arts)
 - **SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Utilize ratios and proportional relationships (Mathematics)
 - **6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
- Real world problems with surface and area (Mathematics)
 - **6.G.A.4** Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
- Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.

Long Beach Island Consolidated School District Curriculum

Grade: 6	Content Area: Dance
<ul style="list-style-type: none"> ○ 1.4A Aesthetic Responses & Critique Methodologies ● Perceive artworks from structural, historical, cultural, and aesthetic perspectives. ○ 1.4A Aesthetic Responses & Critique Methodologies 	
<p>Technology Standards:</p> <ul style="list-style-type: none"> ● C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. ● D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. ● F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 	
<p>21st Century Life and Career Standards</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>	
<p>21st Century Career Ready Practices</p> <ul style="list-style-type: none"> ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence. 	
Evidence of Student Learning	
<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Peer Assessment ● Pair-share ● Peer evaluation and observation ● Lesson task checklist ● Performance task checklist 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Arts Achieve http://www.artsachieve.org/dance-performance-assessment ● Self-Assessment ● Journal entries ● Self reflection - Mapping ones journey ● Flipgrid ● Seesaw (Digital Portfolio)
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Learn a dance phrase ● Create a solo ● Create a collaborative group dance or duet 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● A final benchmark assessment will be given at the end of this unit based on the students' ability to demonstrate improvisation.

Long Beach Island Consolidated School District Curriculum

Grade: 6	Content Area: Dance
<ul style="list-style-type: none"> ● Infer style and genre in a dance and justify response ● Analyze elements of dance ● Reflect on and interpret meaning ● Improvisation Rubric 	<ul style="list-style-type: none"> ● Oral review of techniques and vocabulary
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Forms of dance influenced by time, place, and people. ● The dancer and music can control dance. ● Dance is an important element in a culture. ● There is a process involved in creating an original work. ● There are certain elements that make an effective dance performer. ● There are certain elements that make an effective dance performance. ● There is specific criteria involved with critiquing a dance performance. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How are forms of dance influenced by time, place, and people? ● What controls the dance; the dancer or the music? ● How is dance an important element in a culture? ● What is the process for creating an original work? ● What makes an effective dance performer? ● What makes an effective dance performance? ● How does one critique a dance performance?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● A Mini History of Dance: http://dancersgroup.org/2009/12/a-mini-history-of-dance-education/ ● Teaching Dance History “White Paper” http://www.danceheritage.org/teachingdancehistory.pdf ● History of Dance Part 1: https://educationcloset.com/2015/04/06/supporting-history-class-through-the-history-of-dance-part-i/ ● Responding to Dance ● https://www.ket.org/education/resources/responding-to-dance/ 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● “The Legend of the Bluebonnet” or “The Legend of the Indian Paintbrush” ● Newsela ● CommonLit ● ReadWorks

Long Beach Island Consolidated School District Curriculum

Grade: 6	Content Area: Dance
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<ul style="list-style-type: none">• Additional materials can include various audio and video recordings and printed materials.	
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Accommodations/Modifications

English Language Learners:

- Students work with buddies
- Preferential Seating
- Restate, reword or clarify directions

Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Count beats out loud with teacher
- Give short specific movements
- Avoid complex ideas/movements
- Move in an area that is free of visual, auditory, and physical distractions.
- Possibly use same color wrist and/or ankle “bracelets” for instructor and dancer to follow each other, or do side-by-side/front-back
- Provide colorful props
- Use cue words
- Transfer music into a physical experience. Encourage students to feel the beat through the ground, or let them manipulate instruments and props to create rhythms that can be felt.
- Make rhythm visual. Bounce a ball, flash lights, clap, or exaggerate a rhythm with other parts of the body.
- Make use of creative methods for “feeling” the beats, such as with balloons, drums, or other sound transfer methods.
- Provide a chair for rest periods or a space near the wall for leaning, for those who use canes, crutches, or walkers for when they need their hands/arms free.
- Give a 5 minute, then 1 minute ‘warning’ when you are going to stop and move on to another activity.
- Give each student enough time to explore and practice a movement since motor ability is limited and reaction time is slower.
- Provide a safe, obstacle free dance space that can facilitate trust and uninhibited movement exploration

Students at Risk of Failure:

- Provide lots of encouragement and practice.
- Provide routine

Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
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- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

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Culturally Diverse:

- Establish a positive connection with parents
- Communicate high expectations for the success of all students
- Provide social/emotional support
- Seek information about home culture to gain understanding

Accommodations/Modifications

English Language Learners:

- Students work with buddies
- Preferential Seating
- Restate, reword or clarify directions

Special Education/504 Plans/Students with Disabilities:

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- Move in an area that is free of visual, auditory, and physical distractions.
- Possibly use same color wrist and/or ankle "bracelets" for instructor and dancer to follow each other, or do side-by-side/front-back
- Provide colorful props
- Use cue words

Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

- Transfer music into a physical experience. Encourage students to feel the beat through the ground, or let them manipulate instruments and props to create rhythms that can be felt.
- Make rhythm visual. Bounce a ball, flash lights, clap, or exaggerate a rhythm with other parts of the body.
- Make use of creative methods for “feeling” the beats, such as with balloons, drums, or other sound transfer methods.
- Provide a chair for rest periods or a space near the wall for leaning, for those who use canes, crutches, or walkers for when they need their hands/arms free.
- Give a 5 minute, then 1 minute ‘warning’ when you are going to stop and move on to another activity.
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Culturally Diverse:

- Establish a positive connection with parents
- Communicate high expectations for the success of all students
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Long Beach Island Consolidated School District Curriculum

Grade: 6	Content Area: Dance
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Unit 3: Performing Movement Phrases	Duration: 10 Days
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Standards/Learning Targets

New Jersey Student Learning Standards:

- **Create**
 - Integrate a variety of isolated and coordinated movements in dance compositions and performances. - 1.1.8.A.4
 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. - 1.2.8.A.1
 - Create a dance with peers, demonstrating the ability to understand and use choreographic structures such as ABA, theme and variation, canon, call and response, counterpoint. - 1.3.8.A.3
 - Create a multimedia presentation comparing and contrasting past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. - 1.2.8.A.2
- **Perform**
 - In dance performances, integrate isolated and coordinated movements, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. - 1.1.8.A.4
 - Students perform, demonstrating the ability to recall and reproduce complex movement phrases and spatial formations. - 1.1.8.A.4
 - Perform independently and in groups with appropriate expressive qualities. - 1.3.8.B.2
- **Critically Respond**
 - Examine how dance compositions are influenced by various social themes and arts media. - 1.1.8.A.3
 - Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative. - 1.1.8.A.1
 - Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships. - 1.1.8.A.2
 - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. - 1.1.8.D.1
 - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. - 1.1.8.D.2

Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

- Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. - 1.2.8.A.2
- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. - 1.2.8.A.3
- Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. - 1.4.8.A.1
- Interpret symbolism and metaphors embedded in works of dance. - 1.4.8.A.5

Primary Interdisciplinary Connections:

- Compare and contrast cultural practices of Native American groups (social studies)
 - **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- Engage in collaborative discussions utilizing effective speaking and listening skills (English/Language Arts)
 - **SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Utilize ratios and proportional relationships (Mathematics)
 - **6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
- Real world problems with surface and area (Mathematics)
 - **6.G.A.4** Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
- Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.
 - **1.4A** Aesthetic Responses & Critique Methodologies
- Perceive artworks from structural, historical, cultural, and aesthetic perspectives.
 - **1.4A** Aesthetic Responses & Critique Methodologies

Technology Standards:

- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Long Beach Island Consolidated School District Curriculum

Grade: 6	Content Area: Dance
<ul style="list-style-type: none"> ● F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 	
<p>21st Century Life and Career Standards: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>21st Century Career Ready Practices</p> <ul style="list-style-type: none"> ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence. 	
Evidence of Student Learning	
<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Peer Assessment ● Pair-share ● Peer evaluation and observation ● Lesson task checklist ● Performance task checklist 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Arts Achieve http://www.artsachieve.org/dance-performance-assessment ● Self-Assessment ● Journal entries ● Self reflection - Mapping ones journey ● Flipgrid ● Seesaw (Digital Portfolio)
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Learn a dance phrase ● Create a solo ● Create a collaborative group dance or duet ● Infer style and genre in a dance and justify response ● Analyze elements of dance ● Reflect on and interpret meaning ● Movement Rubric 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● A final benchmark assessment will be given at the end of this unit based on the students' ability to demonstrate movement. ● Oral review of techniques and vocabulary
Knowledge & Skills	
Enduring Understandings:	Essential Questions:

Long Beach Island Consolidated School District Curriculum

Grade: 6	Content Area: Dance
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<ul style="list-style-type: none"> ● Forms of dance influenced by time, place, and people. ● The dancer and music can control dance. ● Dance is an important element in a culture. ● There is a process involved in creating an original work. ● There are certain elements that make an effective dance performer. ● There are certain elements that make an effective dance performance. ● There is specific criteria involved with critiquing a dance performance. 	<ul style="list-style-type: none"> ● How are forms of dance influenced by time, place, and people? ● What controls the dance; the dancer or the music? ● How is dance an important element in a culture? ● What is the process for creating an original work? ● What makes an effective dance performer? ● What makes an effective dance performance? ● How does one critique a dance performance?
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● A Mini History of Dance: http://dancersgroup.org/2009/12/a-mini-history-of-dance-education/ ● Teaching Dance History “White Paper” http://www.danceheritage.org/teachingdancehistory.pdf ● History of Dance Part 1: https://educationcloset.com/2015/04/06/supporting-history-class-through-the-history-of-dance-part-i/ ● Responding to Dance https://www.ket.org/education/resources/responding-to-dance/ ● Additional materials can include various audio and video recordings and printed materials. 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● “The Legend of the Bluebonnet” or “The Legend of the Indian Paintbrush” ● Newsela ● CommonLit ● ReadWorks
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Accommodations/Modifications

<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Students work with buddies ● Preferential Seating ● Restate, reword or clarify directions
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Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Count beats out loud with teacher
- Give short specific movements
- Avoid complex ideas/movements
- Move in an area that is free of visual, auditory, and physical distractions.
- Possibly use same color wrist and/or ankle “bracelets” for instructor and dancer to follow each other, or do side-by-side/front-back
- Provide colorful props
- Use cue words
- Transfer music into a physical experience. Encourage students to feel the beat through the ground, or let them manipulate instruments and props to create rhythms that can be felt.
- Make rhythm visual. Bounce a ball, flash lights, clap, or exaggerate a rhythm with other parts of the body.
- Make use of creative methods for “feeling” the beats, such as with balloons, drums, or other sound transfer methods.
- Provide a chair for rest periods or a space near the wall for leaning, for those who use canes, crutches, or walkers for when they need their hands/arms free.
- Give a 5 minute, then 1 minute ‘warning’ when you are going to stop and move on to another activity.
- Give each student enough time to explore and practice a movement since motor ability is limited and reaction time is slower.
- Provide a safe, obstacle free dance space that can facilitate trust and uninhibited movement exploration

Students at Risk of Failure:

- Provide lots of encouragement and practice.
- Provide routine
- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc.)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)

Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy

Culturally Diverse:

- Establish a positive connection with parents
- Communicate high expectations for the success of all students
- Provide social/emotional support
- Seek information about home culture to gain understanding

Accommodations/Modifications For All Units

English Language Learners:

- Students work with buddies
- Preferential Seating
- Restate, reword or clarify directions

Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Count beats out loud with teacher
- Give short specific movements
- Avoid complex ideas/movements
- Move in an area that is free of visual, auditory, and physical distractions.
- Possibly use same color wrist and/or ankle "bracelets" for instructor and dancer to follow each other, or do side-by-side/front-back
- Provide colorful props
- Use cue words
- Transfer music into a physical experience. Encourage students to feel the beat through the ground, or let them manipulate instruments and props to create rhythms that can be felt.
- Make rhythm visual. Bounce a ball, flash lights, clap, or exaggerate a rhythm with other parts of the body.
- Make use of creative methods for "feeling" the beats, such as with balloons, drums, or other sound transfer methods.
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- Give a 5 minute, then 1 minute 'warning' when you are going to stop and move on to another activity.
- Give each student enough time to explore and practice a movement since motor ability is limited and reaction time is slower.
- Provide a safe, obstacle free dance space that can facilitate trust and uninhibited

Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

movement exploration

Students at Risk of Failure:

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- Provide routine
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Culturally Diverse:

- Establish a positive connection with parents
- Communicate high expectations for the success of all students
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- Seek information about home culture to gain understanding

Unit 4: Incorporating Social, Historical, and Cultural Themes and Choreographic Devices

Duration: 10 Days

Standards/Learning Targets

New Jersey Student Learning Standards:

- **Create**
 - Integrate a variety of isolated and coordinated movements in dance compositions and performances. - 1.1.8.A.4
 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. - 1.2.8.A.1

Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

- Create a dance with peers, demonstrating the ability to understand and use choreographic structures such as ABA, theme and variation, canon, call and response, counterpoint. - 1.3.8.A.3
- Create a multimedia presentation comparing and contrasting past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. - 1.2.8.A.2
- **Perform**
 - In dance performances, integrate isolated and coordinated movements, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. - 1.1.8.A.4
 - Students perform, demonstrating the ability to recall and reproduce complex movement phrases and spatial formations. - 1.1.8.A.4
 - Perform independently and in groups with appropriate expressive qualities. - 1.3.8.B.2
- **Critically Respond**
 - Examine how dance compositions are influenced by various social themes and arts media. - 1.1.8.A.3
 - Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative. - 1.1.8.A.1
 - Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships. - 1.1.8.A.2
 - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. - 1.1.8.D.1
 - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. - 1.1.8.D.2
 - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. - 1.2.8.A.2
 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. - 1.2.8.A.3
 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. - 1.4.8.A.1
 - Interpret symbolism and metaphors embedded in works of dance. - 1.4.8.A.5

Primary Interdisciplinary Connections:

- Compare and contrast cultural practices of Native American groups (social studies)
 - **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures.

Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- Engage in collaborative discussions utilizing effective speaking and listening skills (English/Language Arts)
 - **SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Utilize ratios and proportional relationships (Mathematics)
 - **6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
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 - **6.G.A.4** Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
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- Perceive artworks from structural, historical, cultural, and aesthetic perspectives.
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Technology Standards:

- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
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- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Life and Career Standards:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Career Ready Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.

Long Beach Island Consolidated School District Curriculum

Grade: 6	Content Area: Dance
<ul style="list-style-type: none"> ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence. 	
Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> ● Peer Assessment ● Pair-share ● Peer evaluation and observation ● Lesson task checklist ● Performance task checklist 	Alternative Assessments: <ul style="list-style-type: none"> ● Self-Assessment ● Journal entries ● Self reflection - Mapping ones journey ● Flipgrid ● Seesaw (Digital Portfolio)
Summative Assessments: <ul style="list-style-type: none"> ● Social, Historical, and Cultural Themes Rubric ● Learn a dance phrase ● Create a solo ● Create a collaborative group dance or duet ● Infer style and genre in a dance and justify response ● Analyze elements of dance ● Reflect on and interpret meaning 	Benchmark Assessments: <ul style="list-style-type: none"> ● A final benchmark assessment will be given at the end of this unit based on the students' ability to demonstrate social, historical, and cultural themes. ● Oral review of techniques and vocabulary
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> ● Forms of dance influenced by time, place, and people. ● The dancer and music can control dance. ● Dance is an important element in a culture. ● There is a process involved in creating an original work. ● There are certain elements that make an effective dance performer. ● There are certain elements that make an effective dance performance. ● There is specific criteria involved with critiquing a dance performance. 	Essential Questions: <ul style="list-style-type: none"> ● How are forms of dance influenced by time, place, and people? ● What controls the dance; the dancer or the music? ● How is dance an important element in a culture? ● What is the process for creating an original work? ● What makes an effective dance performer? ● What makes an effective dance performance? ● How does one critique a dance performance?
Core Instructional & Supplemental Materials	

Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

Suggested Activities/Resources:

- NH PBS
<https://nhpbs.org/kn/vs/artlabd9.asp>
- ArtsEdge
<http://artsedge.kennedy-center.org/educators.aspx>
- Language of Ballet
http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Language_of_Ballet.aspx
- Dance and Native American legends and stories
http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Moccasins_Are_Made_for_Dancing.aspx
- Discovering Russian Folk Dances
http://artsedge.kennedy-center.org/educators/lessons/grade-5/Russian_Folk_Dance.aspx
- Jazz, Dance and Poetry
http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Jazz_Music_Dance_And_Poetry.aspx
- Exploring Balinese Culture
http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Monkey_Dance.aspx
- Ballet and Music
http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Ballet_and_Classical_Music.aspx
- Systems of the Body
http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Systems_of_the_Body.aspx
- Practice basic dance steps
- Create a dance for either of the DePaola legends
- Write a version of the DePaola legend describing this dance
- A Mini History of Dance:
<http://dancersgroup.org/2009/12/a-mini-history-of-dance-education/>
- Teaching Dance History “White

Varied Levels of Text:

- “The Legend of the Bluebonnet” or “The Legend of the Indian Paintbrush”
- Newsela
- CommonLit
- ReadWorks

Long Beach Island Consolidated School District Curriculum

Grade: 6	Content Area: Dance
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<p>Paper”</p> <p>http://www.danceheritage.org/teachingdancehistory.pdf</p> <ul style="list-style-type: none">● History of Dance Part 1: https://educationcloset.com/2015/04/06/supporting-history-class-through-the-history-of-dance-part-i/● Responding to Dance● https://www.ket.org/education/resources/responding-to-dance/● Additional materials can include various audio and video recordings and printed materials.	
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Accommodations/Modifications
<p>English Language Learners:</p> <ul style="list-style-type: none">● Students work with buddies● Preferential Seating● Restate, reword or clarify directions <p>Special Education/504 Plans/Students with Disabilities:</p> <ul style="list-style-type: none">● Provide differentiated instruction as needed● Follow all IEP modifications/504 plan● Count beats out loud with teacher● Give short specific movements● Avoid complex ideas/movements● Move in an area that is free of visual, auditory, and physical distractions.● Possibly use same color wrist and/or ankle “bracelets” for instructor and dancer to follow each other, or do side-by-side/front-back● Provide colorful props● Use cue words● Transfer music into a physical experience. Encourage students to feel the beat through the ground, or let them manipulate instruments and props to create rhythms that can be felt.● Make rhythm visual. Bounce a ball, flash lights, clap, or exaggerate a rhythm with other parts of the body.● Make use of creative methods for “feeling” the beats, such as with balloons, drums, or other sound transfer methods.● Provide a chair for rest periods or a space near the wall for leaning, for those who use canes, crutches, or walkers for when they need their hands/arms free.● Give a 5 minute, then 1 minute ‘warning’ when you are going to stop and move on to

Long Beach Island Consolidated School District Curriculum

Grade: 6

Content Area: Dance

another activity.

- Give each student enough time to explore and practice a movement since motor ability is limited and reaction time is slower.
- Provide a safe, obstacle free dance space that can facilitate trust and uninhibited movement exploration

Students at Risk of Failure:

- Provide lots of encouragement and practice.
- Provide routine
- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc.)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
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- Keep nutritious snacks available
- Pair with adult mentor or buddy

Culturally Diverse:

- Establish a positive connection with parents
- Communicate high expectations for the success of all students
- Provide social/emotional support
- Seek information about home culture to gain understanding