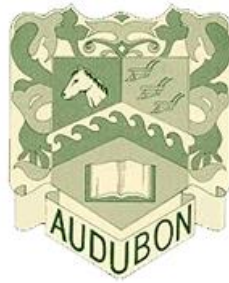


Audubon Public School District



Dance 9-12

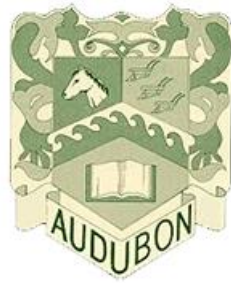
Curriculum Guide

Developed by:

August 19, 2020

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Course Description

Dance 9-12 Curriculum Guide

Overview / Progressions

Overview	Creating	Performing	Responding	Connecting
Unit 1 Developing Ideas	1.1.12prof.Cr1a 1.1.12acc.Cr1a 1.1.12adv.Cr1a 1.1.12prof.Cr1b 1.1.12acc.Cr1b 1.1.12adv.Cr1b 1.1.12prof.Cr2a 1.1.12acc.Cr2a 1.1.12adv.Cr2a 1.1.12prof.Cr2b 1.1.12acc.Cr2b 1.1.12adv.Cr2b 1.1.12prof.Cr3a 1.1.12acc.Cr3a 1.1.12adv.Cr3a 1.1.12prof.Cr3b 1.1.12acc.Cr3b 1.1.12adv.Cr3b			

<p>Unit 2</p> <p>Developing Technique</p>		<p>1.1.12prof.Pr4a 1.1.12acc.Pr4a 1.1.12adv.Pr4a 1.1.12prof.Pr4b 1.1.12acc.Pr4b 1.1.12adv.Pr4b 1.1.12prof.Pr4c 1.1.12acc.Pr4c 1.1.12adv.Pr4c 1.1.12prof.Pr5a 1.1.12acc.Pr5a 1.1.12adv.Pr5a 1.1.12prof.Pr5b 1.1.12acc.Pr5b 1.1.12adv.Pr5b 1.1.12prof.Pr5c 1.1.12acc.Pr5c 1.1.12adv.Pr5c 1.1.12prof.Pr5d 1.1.12acc.Pr5d 1.1.12adv.Pr5d 1.1.12prof.Pr5e 1.1.12acc.Pr5e 1.1.12adv.Pr5e 1.1.12prof.Pr6a 1.1.12acc.Pr6a 1.1.12adv.Pr6a 1.1.12prof.Pr6b 1.1.12acc.Pr6b 1.1.12adv.Pr6b 1.1.12prof.Pr6c 1.1.12acc.Pr6c</p>		
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		1.1.12adv.Pr6c 1.1.12prof.Pr6d 1.1.12acc.Pr6d 1.1.12adv.Pr6d		
Unit 3 Interpreting Art			1.1.12prof.Re7a 1.1.12acc.Re7a 1.1.12adv.Re7a 1.1.12prof8.Re7b 1.1.12acc.Re7b 1.1.12adv.Re7b 1.1.12prof.Re8a 1.1.12acc.Re8a 1.1.12adv.Re8a 1.1.12prof.Re9a 1.1.12acc.Re9a 1.1.12adv.Re9a	
Unit 4 Connecting Art to Self				1.1.12prof.Cn10a 1.1.12acc.Cn10a 1.1.12adv.Cn10a 1.1.12prof.Cn10b 1.1.12acc.Cn10b

				1.1.12adv.Cn10b 1.1.12prof.Cn11a 1.1.12acc.Cn11a 1.1.12adv.Cn11a
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Subject: Dance	Grade: 9-12	Unit 1: Developing Ideas	8 weeks
Focus Standards: Performance Expectations		Critical Knowledge and Skills	
<p>Proficient</p> <ul style="list-style-type: none"> ● 1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. ● 1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.1.12acc.Cr1a: Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement. ● 1.1.12acc.Cr1b: Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works. <p>Advanced</p> <ul style="list-style-type: none"> ● 1.1.12adv.Cr1a: Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent. ● 1.1.12adv.Cr1b: Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why 		<ul style="list-style-type: none"> ● Explore movement ● Plan movements and steps ● Revise movements and steps 	

they were effective in expanding artistic intent.

Proficient

- 1.1.12prof.Cr2a: Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
- 1.1.12prof.Cr2b: Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

Accomplished

- 1.1.12acc.Cr2a: Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
- 1.1.12acc.Cr2b: Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.

Advanced

- 1.1.12adv.Cr2a: Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.
- 1.1.12adv.Cr2b: Develop artistic statements that reflect personal aesthetics of self-generated dance studies.

Proficient

- 1.1.12prof.Cr3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.
- 1.1.12prof.Cr3b: Compare recognized notation systems to document a

<p>section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).</p> <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.1.12acc.Cr3a: Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions. ● 1.1.12acc.Cr3b: Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies). <p>Advanced</p> <ul style="list-style-type: none"> ● 1.1.12adv.Cr3a: Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent. ● 1.1.12adv.Cr3b: Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product. 	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● The Dancer Prepares 	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions

<ul style="list-style-type: none"> ● Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. ● The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. ● Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 	<ul style="list-style-type: none"> ● Where do choreographers get ideas for dances? ● What influences choice-making in creating choreography? ● How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance

Subject: Dance	Grade: 9-12	Unit 2: Developing Technique	8 weeks
Performance Expectations		Critical Knowledge and Skills	
<p>Proficient</p> <ul style="list-style-type: none"> ● 1.1.12prof.Pr4a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. ● 1.1.12prof.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing ● 1.1.12prof.Pr4c: Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.1.12acc.Pr4a: Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention. ● 1.1.12acc.Pr4b: Use syncopation and accented movements related to 		<ul style="list-style-type: none"> ● Express ● Embody ● Execute ● Present 	

different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.

- 1.1.12acc.Pr4c: Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

Advanced

- 1.1.12adv.Pr4a: Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.

- 1.1.12adv.Pr4b: Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments.

- 1.1.12adv.Pr4c: Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

Proficient

- 1.1.12prof.Pr5a: Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.

- 1.1.12prof.Pr5b: Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.

- 1.1.12prof.Pr5c: Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.

- 1.1.12prof.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).

- 1.1.12prof.Pr5e: Demonstrate style/genre specific vocabulary and

codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

Accomplished

- 1.1.12acc.Pr5a: Research healthful strategies essential for dancers and modify personal practice based on findings.
- 1.1.12acc.Pr5b: Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
- 1.1.12acc.Pr5c: Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.
- 1.1.12acc.Pr5d: Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.
- 1.1.12acc.Pr5e: Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.

Advanced

- 1.1.12adv.Pr5a: Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life.
- 1.1.12adv.Pr5b: Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements.
- 1.1.12adv.Pr5c: Adjust oppositional pulls/tensions of the body while moving through vertical, off center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.
- 1.1.12adv.Pr5d: Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.

<ul style="list-style-type: none"> ● 1.1.12adv.Pr5e: Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres. 	
Ancillary Standards	
1.1.12prof.Cr1a 1.1.12acc.Cr1a 1.1.12adv.Cr1a 1.1.12prof.Cr1b 1.1.12acc.Cr1b 1.1.12adv.Cr1b 1.1.12prof.Cr2a 1.1.12acc.Cr2a 1.1.12adv.Cr2a	1.1.12prof.Cr2b 1.1.12acc.Cr2b 1.1.12adv.Cr2b 1.1.12prof.Cr3a 1.1.12acc.Cr3a 1.1.12adv.Cr3a 1.1.12prof.Cr3b 1.1.12acc.Cr3b 1.1.12adv.Cr3b
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
The Dancer Prepares	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Space, time and energy are basic elements of dance. ● The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. 	<ul style="list-style-type: none"> ● How do dancers work with space, time and energy to communicate artistic expression? ● How is the body used as an instrument for technical and artistic expression?

<ul style="list-style-type: none"> ● Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. 	<ul style="list-style-type: none"> ● What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance 	

Subject: Dance	Grade: 9-12	Unit 3: Interpreting	8 Weeks
Performance Expectations		Critical Knowledge and Skills	
<p>Proficient</p> <ul style="list-style-type: none"> ● 1.1.12prof.Re7a: Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent. ● 1.1.12prof.Re7b: Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.1.12acc.Re7a: Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance. ● 1.1.12acc.Re7b: Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology. <p>Advanced</p> <ul style="list-style-type: none"> ● 1.1.12adv.Re7a: Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography. ● 1.1.12adv.Re7b: Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology. <p>Proficient</p> <ul style="list-style-type: none"> ● 1.1.12prof.Re8a: Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques. 		<ul style="list-style-type: none"> ● Analyze ● Interpret ● Critique 	

<p>Accomplished</p> <ul style="list-style-type: none"> ● 1.1.12acc.Re8a: Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology. <p>Advanced</p> <ul style="list-style-type: none"> ● 1.1.12adv.Re8a: Analyze and interpret how the elements of dance, execution of dance movements and context contribute to artistic expression across different genres, styles or cultural movement practices. Use genre specific dance terminology. <p>Proficient</p> <ul style="list-style-type: none"> ● 1.1.12prof.Re9a: Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.1.12acc.Re9a: Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. <p>Advanced</p> <ul style="list-style-type: none"> ● 1.1.12adv.Re9a: Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to formulate artistic expression. 	
Ancillary Standards	
<p>1.1.12prof.Pr4a 1.1.12acc.Pr4a 1.1.12adv.Pr4a 1.1.12prof.Pr4b 1.1.12acc.Pr4b 1.1.12adv.Pr4b 1.1.12prof.Pr4c</p>	<p>1.1.12adv.Pr5b 1.1.12prof.Pr5c 1.1.12acc.Pr5c 1.1.12adv.Pr5c 1.1.12prof.Pr5d 1.1.12acc.Pr5d 1.1.12adv.Pr5d</p>

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Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
The Dancer Prepares	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Dance is perceived and analyzed to comprehend its meaning. ● Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. ● Criteria for evaluating dance vary across genres, styles and cultures. 	<ul style="list-style-type: none"> ● How is a dance understood? ● How is dance interpreted? ● What criteria are used to evaluate dance?

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 		<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies 		<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance

Subject: Dance	Grade: 9-12	Unit 4: Connecting Art to Self	8 Weeks
Performance Expectations		Critical Knowledge and Skills	

<p>Proficient</p> <ul style="list-style-type: none"> ● 1.1.12prof.Cn10a: Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. ● 1.1.12prof.Cn10b: Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.1.12acc.Cn10a: Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. ● 1.1.12acc.Cn10b: Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance. <p>Advanced</p> <ul style="list-style-type: none"> ● 1.1.12adv.Cn10a: Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. ● 1.1.12adv.Cn10b: Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming. <p>Proficient</p> <ul style="list-style-type: none"> ● 1.1.12prof.Cn11a: Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate. <p>Accomplished</p> <ul style="list-style-type: none"> ● 1.1.12acc.Cn11a: Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout 	<ul style="list-style-type: none"> ● Synthesize ● Relate
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<p>history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate.</p> <p>Advanced</p> <ul style="list-style-type: none"> ● 1.1.12adv.Cn11a: Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate. 	
Ancillary Standards	
<p>1.1.12prof.Re7a 1.1.12acc.Re7a 1.1.12adv.Re7a 1.1.12prof8.Re7b 1.1.12acc.Re7b 1.1.12adv.Re7b</p>	<p>1.1.12prof.Re8a 1.1.12acc.Re8a 1.1.12adv.Re8a 1.1.12prof.Re9a 1.1.12acc.Re9a 1.1.12adv.Re9a</p>
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● The Dancer Prepares 	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. 	<ul style="list-style-type: none"> ● How does dance deepen our understanding of ourselves, other knowledge and events around us? ● How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance 	

