

Course Number: 5003010	
Course Path: TBA	
Course Title: Dance - Grade Kindergarten	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE - GRADE K	
Course Length: Year	
Course Status: Draft - State Board approval pending	
Course Description: Kindergarten students in dance class explore their world through a variety of creative dance concepts, learning strategies, rhythms, stories, songs, manipulatives, images, and creative play to help them express control and imagination, advance motor skills, increase kinesthetic awareness and coordination, and develop social skills. Instruction facilitates their acquisition of knowledge and skills required to self-express, communicate, create with imagination and artistic intent, and infuse concepts from various academic content areas and cultural origins.	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.K.C.1.1	Associate and identify words of action or feeling with watching or performing simple dances.
DA.K.C.1.2	Perform creative movement in a specific order.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.K.C.2.1	Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.K.C.3.1	Express preferences from among a teacher-selected set of dances.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.K.S.1.1	Discover movement through exploration, creativity, and imitation.
DA.K.S.1.2	Discover new ways to move by using imitation and imagery.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.K.S.2.1	Follow classroom directions.
DA.K.S.2.2	Retain simple sequences and accurate dance terminology over time.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.K.S.3.1	Refine gross and fine locomotor skills through repetition.
DA.K.S.3.2	Imitate simple exercises for strengthening and stretching the body.
DA.K.S.3.3	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.

DA.K.S.3.4	Move to various musical and rhythmic accompaniments, responding to changes in tempo and dynamics.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.K.O.1.1	Improvise a short phrase based on the elements of dance.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.K.O.2.1	Improvise a short dance phrase with a clear beginning and ending.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.K.O.3.1	Use movement to express a feeling, idea, or story.
DA.K.O.3.2	Respond to a dance through movement and words.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.K.H.1.1	Dance to music from a wide range of cultures.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.K.F.1.1	Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.K.F.3.1	Follow classroom instructions given by the teacher.
Additional Required Benchmarks:	
LACC.K.RL.4 Range of Reading and Level of Text Complexity	
LACC.K.RL.4.10	Actively engage in group reading activities with purpose and understanding.
HE.K.C.1.5	Recognize there are body parts inside and outside of the body.
MU.K.C.1.1	Respond to music from various sound sources to show awareness of steady beat.
MU.K.C.2.1	Identify similarities and/or differences in a performance.
MU.K.O.1.1	Respond to beat, rhythm, and melodic line through imitation.
PE.K.R.2.2	Willingly try new movements and motor skills.
PE.K.R.2.3	Continue to participate when not successful on the first try.

Course Number: 5003020	
Course Path: TBA	
Course Title: Dance - Grade One	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE - GRADE 1	
Course Length: Year	
Course Status: Draft - State Board approval pending	
Course Description: First-grade students in dance class explore their expanding world as they create, interpret, and replicate steps, movement patterns, shapes, rhythms, and dances inspired by a variety of stories, songs, ideas, cultures, manipulatives, images, creative play, and technologies. Through structured and unstructured movement, students stretch their imaginations, strengthen their bodies, and learn to make choices in a risk-free environment. Instruction facilitates their acquisition of knowledge and skills required to self-express, create with artistic intent, and infuse concepts from various academic content areas and cultural origins.	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.1.C.1.1	Identify and respond to the feelings expressed in movement pieces.
DA.1.C.1.2	Repeat simple movements from verbal cueing.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.1.C.2.1	Make movement choices, using one or more given elements, to complete a short phrase.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.1.C.3.1	Share personal opinions on selected movement pieces, recognizing that individual opinions often vary.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.1.S.1.1	Discover movement through exploration, creativity, self-discovery, and experimentation in dance.
DA.1.S.1.2	Explore how body parts move by using imitation and imagery.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.1.S.2.1	Listen attentively and follow directions when learning movement skills and sequences.
DA.1.S.2.2	Practice simple dance sequences with assistance.
DA.1.S.2.3	Perform simple movements on both sides of the body.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.1.S.3.1	Imitate basic body postures and maintain a pose in a held stance.
DA.1.S.3.2	Repeat simple body movements to strengthen and stretch the body.
DA.1.S.3.3	Practice moving body parts in and through space to develop coordination.
DA.1.S.3.4	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.
DA.1.S.3.5	Explore, manipulate, and manage concepts of personal and general space by moving in different levels and directions.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.1.O.1.1	Experiment with given elements to develop knowledge of their characteristics.
DA.1.O.1.2	Demonstrate awareness of expectations in class and at informal performances.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.1.O.2.1	Select and apply a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.1.O.3.1	Create movement phrases to express a feeling, idea, or story.
DA.1.O.3.2	Use accurate dance terminology to describe specified movements and shapes.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.1.H.1.1	Practice children's dances from around the world.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.1.H.3.1	Perform movement that infuses music, language, and numbers.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.1.F.1.1	Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.1.F.3.1	Follow directions given by the teacher or by peers in small groups.
Additional Required Benchmarks:	
LACC.1.RL.1	Key Ideas and Details
LACC.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

SC.1.P.12.1	Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.
TH.1.S.1.1	Exhibit appropriate audience etiquette and response.
TH.1.S.3.1	Use simple acting techniques to portray a person, place, action, or thing.
TH.1.O.1.1	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.

Course Number: 5003060	
Course Path: TBA	
Course Title: Dance – Intermediate 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Dance – INTERM 3	
Course Length: Year	
Course Status: Draft - State Board approval pending	
Course Description: Fifth-grade* students learn to classify, create, and replicate extended dance phrases and original and established compositions requiring concentration, strength, agility, creative risk-taking, use of technology, and knowledge of cultural tradition in at least two dance forms to cultivate a personal definition of and appreciation for dance. They develop reflective critical and creative-thinking skills to solve artistic problems in dance, make informed judgments about the significance of dance in various cultures, and learn how to critique dance performance constructively and with respect based on established and student-created criteria.	
General Notes: * Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.	
Examples:	
<ul style="list-style-type: none"> • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year. 	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.5.C.1.1	Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces.
DA.5.C.1.2	Learn and produce movement sequences, assisted by the teacher, with speed and accuracy.
DA.5.C.1.3	Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.5.C.2.1	Visualize and experiment with a variety of potential solutions to a given dance problem and explore the effects of each option.
DA.5.C.2.2	Demonstrate the ability to share objective, positive feedback and constructive criticism, and apply suggested changes with the guidance of others.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.5.C.3.1	Critique a dance piece using established criteria.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.5.S.1.1	Apply choreographic principles to create dance steps or sequences.
DA.5.S.1.2	Demonstrate dynamic changes in response to one or more sources.
DA.5.S.1.3	Manipulate given elements of a phrase to produce variations and expand movement choices.
DA.5.S.1.4	Use kinesthetic awareness to respond to shared movement with one or more dancers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.5.S.2.1	Demonstrate the ability to focus and maintain presence during dance classes and performances.
DA.5.S.2.2	Practice purposefully, over time, to improve technique and performance in a choreographed piece.
DA.5.S.2.3	Follow and repeat movement on the opposite side of the body or in reverse order.
DA.5.S.2.4	Adapt and apply ensemble corrections to personal work.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.5.S.3.1	Demonstrate basic posture, engage abdominal muscles, lengthen the spine, and show awareness of shoulder-to-hip line.
DA.5.S.3.2	Increase strength, flexibility, and range of motion in the joints based on an awareness of safe practices and knowledge of basic anatomy and physiology.
DA.5.S.3.3	Practice shifting weight from one leg to another using space and various levels and shapes.
DA.5.S.3.4	Perform a phrase that uses complex changes in rhythms and meters.
DA.5.S.3.5	Apply understanding of support, weight placement, and center of gravity to attain balance.
DA.5.S.3.6	Change the expression or intention of a given dance sequence by applying two contrasting dynamic elements.
DA.5.S.3.7	Dissect dance sequences to understand how movement is initiated, articulated, and practiced, and to develop agility and coordination.
DA.5.S.3.8	Explore the use of sagittal, vertical, and horizontal line.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.5.O.1.1	Analyze individual elements of a choreographic work to determine how they comprise the structure of a dance piece.
DA.5.O.1.2	Review and apply the procedures and structures of class and performance to gain respect for their purposes and the traditions of the discipline.
DA.5.O.1.3	Identify and explain the positions and movements within a given step or combination.

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.5.O.2.1	Make one or more revisions to a given dance phrase and explain how the meaning or feeling was altered.
DA.5.O.2.2	Identify ways in which dance innovators contributed to new directions in the art form.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.5.O.3.1	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.
DA.5.O.3.2	Use accurate dance terminology as a means of identifying, communicating, and documenting movement vocabulary.
DA.5.O.3.3	Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas, values, or point of view.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.5.H.1.1	Share and perform dances from diverse cultural or historical backgrounds and describe their significance within their original context.
DA.5.H.1.2	Describe the dances, music, and authentic costumes from specified world cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.5.H.2.1	Describe historical developments and the continuing evolution of various dance forms.
DA.5.H.2.2	Classify a dance performance or repertoire piece by origin, genre, or period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.5.H.3.1	Create a dance, inspired by another art form, which shows one or more connections between the two disciplines.
DA.5.H.3.2	Demonstrate how math and science concepts may be used in dance.
DA.5.H.3.3	Describe how the self-discipline required in dance training can be applied to other areas of study.
DA.5.H.3.4	Perform a movement study based on a personal interpretation of a work of art.
DA.5.H.3.5	Identify the use of world languages in various dance genres.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.5.F.1.1	Evaluate the effectiveness of combining other works of art with specified works of dance.
DA.5.F.1.2	Evaluate the impact of technology on a specified work of dance.
DA.5.F.1.3	Incorporate creative risk-taking when improvising or developing a dance phrase.

Careers in and related to the arts significantly and positively impact local and global economies.	
DA.5.F.2.1	Identify dance and dance-related businesses in the community and describe their impact.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.5.F.3.1	Show leadership by sharing ideas or by demonstrating or teaching skills to others.
Additional Required Benchmarks:	
LACC.5.W.3	Research to Build and Present Knowledge
LACC.5.W.3.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LACC.5.SL.1	Comprehension and Collaboration
LACC.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LACC.5.L.2	Knowledge of Language
LACC.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
TH.5.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.
TH.5.H.1.2	Participate in a performance to explore and celebrate a variety of human experiences.

Course Number: 5003050	
Course Path: TBA	
Course Title: Dance – Intermediate 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Dance – INTERM 2	
Course Length: Year	
Course Status: Draft - State Board approval pending	
Course Description: Fourth-grade* students develop reflective critical and creative-thinking skills to solve artistic problems in dance, make informed judgments about the significance of dance, and explore why people of various cultures dance. The process provides students with opportunities to perform extended phrases and original and established compositions requiring strength, flexibility, a variety of rhythmical patterns, changes in direction, focus, and concentration. They also learn how to assess themselves and others constructively and respectfully.	
General Notes: * Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.	
Examples:	
<ul style="list-style-type: none"> • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year. 	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.4.C.1.1	Create a tableau, theme, or main idea in a dance piece to explore the potential of shapes and space.
DA.4.C.1.2	Learn and produce short movement sequences, assisted by the teacher, using observation, imitation, and musical cues.
DA.4.C.1.3	Identify points within a dance piece at which mood, character, or meaning change abruptly or evolve.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.4.C.2.1	Apply knowledge of the basic elements of dance to suggest changes in a movement piece.
DA.4.C.2.2	Demonstrate the ability to participate in objective feedback sessions as a means of evaluating one’s own and others’ work.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.4.C.3.1	Evaluate a dance by examining how effectively two or more elements were used in the piece.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.4.S.1.1	Create movement sequences that are personally meaningful and/or express an idea.
DA.4.S.1.2	Improvise to music, using choreographic principles, and match tempo, phrasing, style, and emotion.
DA.4.S.1.3	Use kinesthetic awareness to explore movement in personal space and relative to other dancers.
DA.4.S.1.4	Change isolations, level, direction, or tempo to explore movement choices.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.4.S.2.1	Display attention, cooperation, and focus during class and performance.
DA.4.S.2.2	Recall and perform movement in short sequences to improve memorization and speed of replication.
DA.4.S.2.3	Replicate movement sequences on opposite sides of the body or in the opposite direction.
DA.4.S.2.4	Demonstrate application and memorization of corrections given by the teacher.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.4.S.3.1	Observe and practice appropriate alignment of the torso, arms, and legs in a given dance sequence, using assisted correction, allegory, and/or imagery to support understanding and successful repetition.
DA.4.S.3.2	Identify weaknesses in personal strength, flexibility, and range of motion, and apply basic, safe practice exercises to address the need.
DA.4.S.3.3	Practice weight shift and transitions through pli�, �levation, piqu�, and chass�.
DA.4.S.3.4	Replicate timing, rhythm, and accents demonstrated by the teacher and peers.
DA.4.S.3.5	Maintain center of balance in various positions.
DA.4.S.3.6	Practice varying expression and intention by moving in dance sequences using direct and indirect space and active and passive energy.
DA.4.S.3.7	Repeat dance sequences with increasing speed and articulation to develop agility and coordination.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.4.O.1.1	Describe how the elements of dance are used in class and in dance pieces.
DA.4.O.1.2	Describe how the procedures and structures in a dance class help create a positive and healthful environment for learning.
DA.4.O.1.3	Investigate the positions, initiations, and movements within a given step.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.4.O.2.1	Experiment with a dance phrase by using a variety of elements to create a variation on the original work.

DA.4.O.2.2	Describe how the contributions of one or more selected innovators changed a particular genre or dance form.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.4.O.3.1	Express ideas through movements, steps, and gestures.
DA.4.O.3.2	Use accurate dance terminology as a means of asking questions, discussing dances, and learning new dance pieces.
DA.4.O.3.3	Respect varying interpretations of a dance, recognizing that viewer perspectives may be different.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.4.H.1.1	Perform dances from different cultures, emulating the essential movement characteristics and traditions.
DA.4.H.1.2	Discuss why people of various ages and cultures dance and how they benefit from doing so.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.4.H.2.1	Identify and examine important figures, historical events, and trends that have helped shape dance.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.4.H.3.1	Create a dance with student-selected components from other content areas and/or personal interests.
DA.4.H.3.2	Use improvisation and movement studies to explore concepts from other content areas.
DA.4.H.3.3	Describe how dance and music can each be used to interpret and support the other.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.4.F.1.1	Collaborate with others to create dance pieces that show innovative movement options.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.4.F.2.1	Describe the various roles and responsibilities of careers in dance.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.4.F.3.1	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.
Additional Required Benchmarks:	
LACC.4.W.3	Research to Build and Present Knowledge
LACC.4.W.3.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

LACC.4.SL.1	Comprehension and Collaboration
LACC.4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
TH.4.C.2.1	Provide a verbal critique to help strengthen a peer's performance.
TH.4.C.2.2	Reflect on the strengths and needs of one's own performance.
TH.4.S.1.1	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

Course Number: 5003040	
Course Path: TBA	
Course Title: Dance – Intermediate 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Dance – INTERM 1	
Course Length: Year	
Course Status: Draft - State Board approval pending	
Course Description: Third-grade* students in dance class apply knowledge of the basic elements and principles of dance through improvisation and structured practice of locomotor and non-locomotor patterns, steps, positions, and actions of the body requiring strength, coordination, and flexibility. The creative process facilitates aesthetic and affective progression, as well as an awareness of historical perspectives and contemporary ideas in the arts that enable students to identify connections between skills required in dance and skills required in other content areas.	
General Notes: * Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.	
Examples:	
<ul style="list-style-type: none"> • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year. 	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.3.C.1.1	Identify one or more elements and, using accurate dance terminology, discuss how they are used to shape a piece into a dance.
DA.3.C.1.2	Learn movement quickly and accurately through application of learning strategies.
DA.3.C.1.3	Identify and demonstrate changes made in various elements of a movement piece.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.3.C.2.1	Apply knowledge of basic elements of dance to identify examples in a dance piece.
DA.3.C.2.2	Share and apply feedback to improve the quality of dance movement.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.3.C.3.1	Examine one element of a dance piece and judge how well it expressed or supported the given intent.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.3.S.1.1	Create movement to express feelings, images, and stories.
DA.3.S.1.2	Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.
DA.3.S.1.3	Explore positive and negative space to increase kinesthetic awareness.
DA.3.S.1.4	Create dance sequences, based on expanded, everyday gestures and/or movements.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.3.S.2.1	Explain why focus and cooperation are important in class and performance.
DA.3.S.2.2	Learn and repeat movement using observation and listening skills.
DA.3.S.2.3	Practice simple dance movements on both sides and facing in different directions.
DA.3.S.2.4	Use learning strategies to remember movement between classes and rehearsals.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.3.S.3.1	Demonstrate appropriate posture with strength in the abdomen and length in the spine.
DA.3.S.3.2	Perform safe practice exercises for increasing strength, flexibility, and range of motion.
DA.3.S.3.3	Perform far-reach exercises to demonstrate knowledge of the use of line in movement.
DA.3.S.3.4	Identify and demonstrate an understanding of the elements of time.
DA.3.S.3.5	Maintain center line of balance in place, in transfer of weight, and while changing levels.
DA.3.S.3.6	Execute a movement sequence, in and through space, with a specific expression.
DA.3.S.3.7	Rehearse movements and dance sequences to develop coordination and agility in muscular groups.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.3.O.1.1	Relate how the elements of dance are applied in classwork to how they are used in dance pieces.
DA.3.O.1.2	Identify the procedures and structures common to dance classes.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.3.O.2.1	Select an element to change within a phrase and discuss the results.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.3.O.3.1	Translate words, pictures, or movements into dance to express ideas or feelings.
DA.3.O.3.2	Use accurate dance terminology to respond to and communicate about dance.

DA.3.O.3.3	Share, using accurate dance terminology, ways in which dance communicates its meaning to the audience.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.3.H.1.1	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.3.H.2.1	Discuss the roles that dance has played in various social, cultural, and folk traditions.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.3.H.3.1	Create and perform a dance inspired by developmentally appropriate literature, stories, or poems that has a beginning, middle, and end.
DA.3.H.3.2	Identify connections between the skills required to learn dance and the skills needed in other learning environments.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.3.F.1.1	Create dance pieces that interpret characters from stories, poems, and other literature sources.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.3.F.3.1	Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.
Additional Required Benchmarks:	
LACC.3.L.3	Vocabulary Acquisition and Use
LACC.3.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
SC.3.P.10.2	Recognize that energy has the ability to cause motion or create change.
TH.3.C.2.2	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
VA.3.H.1.3	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

Course Number: 5003030	
Course Path: TBA	
Course Title: Dance - Grade Two	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE – GRADE 2	
Course Length: Year	
Course Status: Draft - State Board approval pending	
Course Description: Second-grade students in dance class establish use of the body through structured and unstructured movement, exploring the elements of dance through a variety of techniques, forms, and dance traditions. As they create, interpret, and replicate steps, movement patterns, shapes, rhythms, and dances inspired by a variety of stories, music, ideas, cultures, images, and technologies, students stretch their imaginations, strengthen their bodies, and learn to make choices in a risk-free environment. Instruction fosters skills and knowledge that enable students to respond to dance in ways that facilitate creativity with artistic expression, self-discipline, and a connection to other content areas and cultures.	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.2.C.1.1	Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece.
DA.2.C.1.2	Demonstrate listening, observing, and following skills while learning dance movements; and perform them with the teacher and alone.
DA.2.C.1.3	Express creatively, using pictures, symbols, and/or words, the meaning or feeling of a dance piece.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.2.C.2.1	Decide which of two movements will express a desired result.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.2.C.3.1	Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.2.S.1.1	Demonstrate basic movement through kinesthetic exploration.
DA.2.S.1.2	Explore dance sequences by creating and imitating images that move through space.
DA.2.S.1.3	Follow body-part initiation through space to increase kinesthetic awareness.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.2.S.2.1	Demonstrate focus and concentration while listening to instructions and observing others’ movement.
DA.2.S.2.2	Demonstrate simple dance sequences to show memorization and presentation skills.

DA.2.S.2.3	Follow and repeat movement on opposite sides of the body.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.2.S.3.1	Replicate basic positions with clear body lines and correct alignment.
DA.2.S.3.2	Perform bending and reaching exercises to increase strength, stamina, flexibility, and range of motion.
DA.2.S.3.3	Repeat given movements to show coordination between body parts.
DA.2.S.3.4	Maintain a demonstrated rhythm in time to musical accompaniment.
DA.2.S.3.5	Maintain balance in basic positions and in shifting weight through plié.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.2.O.1.1	Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure.
DA.2.O.1.2	Identify and practice specified procedures and etiquette in dance class and at performances.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.2.O.2.1	Change the feeling, meaning, or look of a movement phrase by altering the elements of dance.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.2.O.3.1	Use movement to interpret feelings, stories, pictures, and songs.
DA.2.O.3.2	Describe a dancer or dance piece using words, pictures, or movements.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.2.H.1.1	Perform a variety of dances to explore their origins, cultures, and themes.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.2.H.3.1	Create a dance phrase using numbers, shapes, and patterns.
DA.2.H.3.2	Describe connections between creating in dance and creating in other content areas.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.2.F.1.1	Create dances that interpret animals and storybook or other imagined characters.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.2.F.3.1	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
Additional Required Benchmarks:	
LACC.2.RL.1	Key Ideas and Details

LACC.2.RL.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.
PE.2.C.1.8	Apply teacher feedback to effect change in performance.
PE.2.R.1.1	Play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity.
PE.2.R.1.2	Accept the feelings resulting from challenges, successes, and failures in physical activity.
TH.2.F.1.1	Create and sustain a character inspired by a class reading or activity.
VA.2.S.1.3	Explore art from different time periods and cultures as sources for inspiration.
VA.2.H.1.2	Distinguish between appropriate and inappropriate audience behavior.

Course Number: 0300000	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Dance » SubSubject: Dance Technique »	
Course Title: M/J Dance 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J DANCE 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students develop dance technique and movement vocabulary in two or more dance forms. In the process, dancers demonstrate use of class and performance etiquette, analytical and problem-solving skills, and studio practices in a safe dance environment. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.68.C.2.2	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.68.S.1.4	Use kinesthetic knowledge to demonstrate knowledge of partnering and movement relationships between two or more dancers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.5	Rehearse to improve the performance quality of dance pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.68.S.3.2	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.3	Apply the mechanics of movement transitions and weight changes.
DA.68.S.3.4	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.7	Practice a variety of dance sequences to increase agility and coordination in movement patterns.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.68.O.1.2	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.68.O.2.1	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.68.O.3.5	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.68.H.1.3	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.68.H.2.2	Compare the roles of dance in various cultures.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.68.H.3.3	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.68.F.1.3	Practice creative risk-taking through dance improvisation and performance.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.68.F.2.1	Explain the roles of dance production personnel.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.68.F.3.4	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure

LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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LACC.68.WHST.2	Production and Distribution of Writing
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LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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Course Number: 0300090	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Dance » SubSubject: Dance Technique »	
Course Title: M/J Dance Celebration for Students of Mixed Mobilities	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J DANCE MIX MOBIL	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: This course is for students of upright or seated mobilities who would like to study Modern Dance as an art form. As students explore and build dance techniques and expressive qualities, they work independently and collaboratively to find creative adaptations to fit their own personal mobilities and that of the group as a whole. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. To learn more about how dancers of mixed mobilities may work together, please visit these and other links: http://www.axisdance.org/ ; www.danceforpd.org ; www.ggreg.com/dancingwheels.htm .	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.68.C.1.1	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
DA.68.C.1.4	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.68.C.2.1	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.68.C.3.1	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.68.S.1.2	Experiment with improvisational exercises to develop creative risk-taking capacities.
DA.68.S.1.3	Analyze the possibilities and limitations of the body through short dance sequences.
DA.68.S.1.4	Use kinesthetic knowledge to demonstrate knowledge of partnering and movement relationships between two or more dancers.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.2	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
DA.68.S.2.4	Transfer corrections or concepts from the execution of one class exercise to another.
DA.68.S.2.5	Rehearse to improve the performance quality of dance pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.68.S.3.1	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.3	Apply the mechanics of movement transitions and weight changes.
DA.68.S.3.4	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.6	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements.
DA.68.S.3.7	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.68.O.1.2	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.1.3	Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.
DA.68.O.1.5	Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.68.O.2.1	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.2.3	Research and discuss examples of dance performed in venues other than the conventional proscenium theater and analyze how they were adapted to fit the space.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.68.O.3.1	Express concrete and abstract concepts through dance using ideas and experiences of personal significance.
DA.68.O.3.5	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.68.H.1.3	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.68.H.2.3	Predict, using one’s imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.68.H.3.1	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.3	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.5	Practice using world languages and accurate dance terminology suitable to each dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.68.F.1.1	Interpret and respond to works by master choreographers who used innovative technology and integrated information from non-dance content areas.
DA.68.F.1.3	Practice creative risk-taking through dance improvisation and performance.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.68.F.2.2	Identify local or regional resources to understand their importance to dancers.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.68.F.3.1	Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.
Additional Required Benchmarks:	
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2 Production and Distribution of Writing	
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
HE.7.B.4.4	Assess progress toward attaining a personal health goal.
PE.8.M.1.4	Apply principles of biomechanics necessary for safe and successful performance.

Course Number: 0300030	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Dance » SubSubject: Dance Technique »	
Course Title: M/J Dance 4	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J DANCE 4	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students advance their technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.68.C.1.1	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
DA.68.C.1.3	Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or aesthetic value within a dance piece.
DA.68.C.1.4	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.68.C.2.1	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.68.C.3.1	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
DA.68.C.3.2	Evaluate key elements observed in historically significant, exemplary works of dance.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.68.S.1.1	Explore dance phrases to investigate choreographic principles and structures.
DA.68.S.1.2	Experiment with improvisational exercises to develop creative risk-taking capacities.
DA.68.S.1.3	Analyze the possibilities and limitations of the body through short dance sequences.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.2	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
DA.68.S.2.3	Explore the complexity of sequencing through reversing and reordering movement sequences.
DA.68.S.2.4	Transfer corrections or concepts from the execution of one class exercise to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.68.S.3.1	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.4	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.6	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements.
DA.68.S.3.7	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.68.O.1.1	Compare characteristics of two dance forms.
DA.68.O.1.3	Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.
DA.68.O.1.4	Explain the order and purpose of a logical and healthful dance class.
DA.68.O.1.5	Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.68.O.2.1	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.O.2.2	Explain how the innovations of selected dance pioneers transformed specified dance genres.
DA.68.O.2.3	Research and discuss examples of dance performed in venues other than the conventional proscenium theater and analyze how they were adapted to fit the space.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.68.O.3.2	Create physical images to communicate the intent of a movement, phrase, or dance piece.
DA.68.O.3.3	Record dance sequences using accurate dance terminology to identify movements, positions, and shapes.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.68.H.1.1	Identify and execute characteristic rhythms in dances representing one or more cultures.
DA.68.H.1.3	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.68.H.2.1	Analyze dance in various cultural and historical periods, and discuss how it has changed over time.
DA.68.H.2.3	Predict, using one’s imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.68.H.3.1	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.2	Compare elements and principles of composition with elements and principles of other art forms.
DA.68.H.3.4	Create or perform a dance piece using ideas and principles common to dance and another art form.
DA.68.H.3.5	Practice using world languages and accurate dance terminology suitable to each dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.68.F.1.2	Explore use of technology as a tool for creating, refining, and responding to dance.
DA.68.F.1.3	Practice creative risk-taking through dance improvisation and performance.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.68.F.2.2	Identify local or regional resources to understand their importance to dancers.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.68.F.3.1	Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.
DA.68.F.3.2	Investigate and make use of a broad array of resources to update and strengthen skills and/or knowledge in the field.
DA.68.F.3.3	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.
DA.68.F.3.4	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehension and Collaboration

LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.

Course Number: 0300025	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Dance » SubSubject: Dance Technique »	
Course Title: M/J Dance 3 and Career Planning	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J DANCE 3 CAR PLAN	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students build technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. They study works of historical significance and make multidisciplinary connections to create new works inspired by environmental, social, cultural, and current events, employ dance as a healthy life skill, and use dance terminology to describe the expressive and aesthetic qualities of performance. In parallel with their learning opportunities in dance, students investigate careers in a wide variety of fields. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
Special Note: Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.68.C.1.1	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
DA.68.C.1.2	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.
DA.68.C.1.4	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.68.C.2.1	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.68.S.1.3	Analyze the possibilities and limitations of the body through short dance sequences.

DA.68.S.1.4	Use kinesthetic knowledge to demonstrate knowledge of partnering and movement relationships between two or more dancers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.2	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
DA.68.S.2.4	Transfer corrections or concepts from the execution of one class exercise to another.
DA.68.S.2.5	Rehearse to improve the performance quality of dance pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.68.S.3.1	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.3	Apply the mechanics of movement transitions and weight changes.
DA.68.S.3.4	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.5	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.68.O.1.2	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.1.5	Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.68.O.2.1	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.68.O.3.4	Research existing methods of recording or documenting dance as a way of sharing and preserving it.
DA.68.O.3.5	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.68.H.1.2	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.

DA.68.H.1.3	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.68.H.2.2	Compare the roles of dance in various cultures.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.68.H.3.1	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.3	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.4	Create or perform a dance piece using ideas and principles common to dance and another art form.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.68.F.1.3	Practice creative risk-taking through dance improvisation and performance.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.68.F.2.2	Identify local or regional resources to understand their importance to dancers.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.68.F.3.3	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.
DA.68.F.3.4	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5	Describe basic functions of skeletal and muscular systems.
Additional Required Benchmarks:	
LACC.7.SL.1 Comprehension and Collaboration	
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2 Production and Distribution of Writing	
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):	
Understanding the Workplace	

1.0	Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0	Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0	Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness	
5.0	Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0	Identify five values that they consider important in making a career choice.
7.0	Identify skills needed for career choices and match to personal abilities.
8.0	Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0	Identify strengths and areas in which assistance is needed at school.
10.0	Apply results of all assessments to personal abilities in order to make realistic career choices.
Exploring Careers	
11.0	Demonstrate the ability to locate, understand, and use career information.
12.0	Use the Internet to access career and education planning information.
13.0	Identify skills that are transferable from one occupation to another.
14.0	Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0	Explain the relationship between educational achievement and career success.
Goal Setting and Decision-Making	
16.0	Identify and demonstrate use of steps to make career decisions.
17.0	Identify and demonstrate processes for making short and long term goals.
Workplace Skills	
18.0	Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0	Demonstrate skills to interact positively with others.
20.0	Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
Career and Education Planning	
21.0	Identify secondary and postsecondary school courses and electives that meet tentative career plans.
22.0	Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
23.0	Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0	Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
25.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0	Describe how extracurricular programs can be incorporated in career and education planning.
27.0	Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0	Describe high school credits and explain how GPAs are calculated.
Job Search	
29.0	Demonstrate skills to complete a job application.
30.0	Demonstrate skills essential for a job interview.

Course Number: 0300020	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Dance » SubSubject: Dance Technique »	
Course Title: M/J Dance 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J DANCE 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students build technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.68.C.1.1	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
DA.68.C.1.2	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.
DA.68.C.1.4	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.68.C.2.1	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.68.C.3.1	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
DA.68.C.3.2	Evaluate key elements observed in historically significant, exemplary works of dance.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.68.S.1.2	Experiment with improvisational exercises to develop creative risk-taking capacities.
DA.68.S.1.4	Use kinesthetic knowledge to demonstrate knowledge of partnering and movement relationships between two or more dancers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

DA.68.S.2.2	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
DA.68.S.2.4	Transfer corrections or concepts from the execution of one class exercise to another.
DA.68.S.2.5	Rehearse to improve the performance quality of dance pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.68.S.3.1	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
DA.68.S.3.3	Apply the mechanics of movement transitions and weight changes.
DA.68.S.3.4	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.5	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.68.O.1.1	Compare characteristics of two dance forms.
DA.68.O.1.2	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.1.5	Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.68.O.2.1	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.68.O.3.4	Research existing methods of recording or documenting dance as a way of sharing and preserving it.
DA.68.O.3.5	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.68.H.1.2	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
DA.68.H.1.3	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.68.H.2.2	Compare the roles of dance in various cultures.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.68.H.3.1	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.3	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.4	Create or perform a dance piece using ideas and principles common to dance and another art form.
DA.68.H.3.5	Practice using world languages and accurate dance terminology suitable to each dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.68.F.1.3	Practice creative risk-taking through dance improvisation and performance.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.68.F.2.1	Explain the roles of dance production personnel.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.68.F.3.3	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.
DA.68.F.3.4	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5	Describe basic functions of skeletal and muscular systems.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.

Course Number: 0300010	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Dance » SubSubject: Dance Technique »	
Course Title: M/J Dance 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J DANCE 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students attend to alignment, acquisition of complex technical skills, collaborative problem solving, dance conditioning, and safe studio practices. They learn about dance in its cultural and historical contexts through research and physical experiences, explore exemplary modern works, employ dance as a healthy life skill, and use dance terminology appropriately to describe the expressive and aesthetic qualities of performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.68.C.1.2	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.68.C.2.1	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.68.S.1.4	Use kinesthetic knowledge to demonstrate knowledge of partnering and movement relationships between two or more dancers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.4	Transfer corrections or concepts from the execution of one class exercise to another.
DA.68.S.2.5	Rehearse to improve the performance quality of dance pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.68.S.3.1	Use and maintain principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.2	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.

DA.68.S.3.3	Apply the mechanics of movement transitions and weight changes.
DA.68.S.3.4	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.5	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.68.O.1.1	Compare characteristics of two dance forms.
DA.68.O.1.2	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.68.O.2.1	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.68.O.3.5	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.68.H.1.2	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
DA.68.H.1.3	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.68.H.2.2	Compare the roles of dance in various cultures.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.68.H.3.3	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.5	Practice using world languages and accurate dance terminology suitable to each dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.68.F.1.3	Practice creative risk-taking through dance improvisation and performance.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.68.F.2.1	Explain the roles of dance production personnel.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.68.F.3.4	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.F.3.5	Describe basic functions of skeletal and muscular systems.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Course Number: 0300310	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance »	
Course Title: Dance Techniques 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE TECHNQS 1	
Course Length: Year	
Course Level: 2	
Course Status: State Board approved	
Course Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
General Notes: Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.	
Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.4	Create dance studies using dance vocabulary and innovative movement.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.1	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.1	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.6	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Additional Required Benchmarks:	
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.2	Production and Distribution of Writing
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

Course Number: 0300300	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Dance Genres »	
Course Title: World Dance	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: WORLD DANCE	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students actively explore formal and folk dance from a variety of cultures and sub-cultures around the world over time. Students may use timelines to guide their study of art history, dance history, and technology, or they may investigate dance customs globally and in real time using technology and the community's cultural resources. Inquiry may include, but is not limited to, political and social influences, traditional and non-traditional attire, and the use of associated objects in various cultural dances. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.1	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.1	Synthesize a variety of choreographic principles and structures to create a dance.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.3	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.1	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.912.O.2.2	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.

DA.912.H.1.5	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.912.H.2.1	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.
DA.912.H.2.2	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
DA.912.H.2.3	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.2	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.1	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.
DA.912.F.1.2	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.912.F.2.2	Investigate local, regional, state, national, and global resources to support dance-related work and study.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.
DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Additional Required Benchmarks:	
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.2	Production and Distribution of Writing
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6	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.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
PE.912.C.1.5	Analyze the relationship between music and dance.

Course Number: 0300650	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance »	
Course Title: Dance Florida’s Pre-International Baccalaureate	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE FL PRE-IB	
Course Length: Year	
Course Level: 3	
Course Status: State Board approved	
Course Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: Students in this Pre-IB course, designed for dancers who have mastered the basics in two or more dance forms, builds technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Common Core State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.	
Special Notes: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.	
<i>Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”. Source: What is meant by “the pre-IB”? http://www.ibo.org/myp/curriculum/group6/ Published 12/06/2010 Updated 05/23/2011</i>	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.

DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.1	Synthesize a variety of choreographic principles and structures to create a dance.
DA.912.S.1.2	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.1.3	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4	Create dance studies using dance vocabulary and innovative movement.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.3	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.1	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.

DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
DA.912.S.3.6	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
DA.912.S.3.9	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
DA.912.O.1.5	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.912.O.2.1	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.1	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.

DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.2	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.4	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.1	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.912.F.2.2	Investigate local, regional, state, national, and global resources to support dance-related work and study.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.
DA.912.F.3.4	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
Additional Required Benchmarks:	
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.F.3.7	Use social networking or other communication technology appropriately to advertise for a production or school event.

Course Number: 0300620	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Comprehensive Dance »	
Course Title: Dance Seminar and Career Preparation Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DAN SEM & CAR PREP HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students participate in primarily student-led discussions on topics generally selected by class members pertaining to career matches to their own skills. Topics may include, but are not limited to, résumé building; audition preparation; and careers in the field of dance performance, production, management, education, therapy, and arts administration. A capstone project or internship may be expected at the completion of this course. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.912.O.2.2	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.

DA.912.O.2.3	Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.4	Devise and/or use a method of recording or documenting choreography to remember and archive works.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.5	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.912.H.2.2	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
DA.912.H.2.3	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.2	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.912.F.2.1	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.
DA.912.F.2.2	Investigate local, regional, state, national, and global resources to support dance-related work and study.
DA.912.F.2.3	Research the breadth and depth to which a dance company or performing arts center enhances the local and regional economy.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.

DA.912.F.3.3	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance.
DA.912.F.3.4	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Additional Required Benchmarks:	
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Course Number: 0300600	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Comprehensive Dance »	
Course Title: Dance Kinesiology and Somatics 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE KINE/SOMAT 2	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students will acquire skills and knowledge related to kinesiology, physiology, anatomy, movement science, dance medicine, dance therapy and bodywork. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.3	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.1	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
DA.912.O.1.4	Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.912.H.2.3	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.4	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.912.F.2.1	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.

DA.912.F.2.2	Investigate local, regional, state, national, and global resources to support dance-related work and study.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.
DA.912.F.3.5	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
Additional Required Benchmarks:	
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.RST.3 Craft and Structure	
LACC.1112.RST.3.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SC.912.L.14.19	Explain the physiology of skeletal muscle.
SC.912.L.12.20	Identify the major muscles of the human on a model or diagram

0Course Number: 0300480	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Comprehensive Dance »	
Course Title: Dance Kinesiology and Somatics I	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE KINE/SOMS 1	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students study the science of movement as it relates to the specific needs of the dancer. Units of instruction may include, but are not limited to, the introduction to kinesiology with the understanding of the body (anatomy and physiology), through personal fitness conditioning (emphasis on yoga, Pilates), fitness concepts and techniques, cardiorespiratory endurance training and nutrition. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.3	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.1	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
DA.912.O.1.4	Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they lived(d).	
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.912.H.2.2	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.4	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.2	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.912.F.2.1	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one’s work as a dancer.
DA.912.F.3.5	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
Additional Required Benchmarks:	
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.RST.3 Craft and Structure	
LACC.1112.RST.3.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SC.912.L.14.14	Identify the major bones of the axial and appendicular skeleton.
PE.912.1.10	Analyze long-term benefits of participating in regular physical activity.

Course Number: 0300460	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Comprehensive Dance »	
Course Title: Dance History and Aesthetics 2 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE HIST/AESTHS 2 H	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students study the global origins, influences of dance forms, styles, and choreographers in dance History prior to the 20 th century, researching the political, social, and ethnic influences of these early dance periods. Students analyze, assess, discuss, and write about dance performances. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.1	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.1	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.

DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
DA.912.O.1.4	Analyze, design, and facilitate an instructional sequence to show understanding of
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.912.O.2.2	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.1	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.1.5	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
DA.912.H.1.6	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.912.H.2.1	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.
DA.912.H.2.3	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.1	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.1	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.
DA.912.F.1.2	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.912.F.2.2	Investigate local, regional, state, national, and global resources to support dance-related work and study.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
Additional Required Benchmarks:	
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Course Number: 0300450	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Comprehensive Dance »	
Course Title: Dance History and Aesthetics 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE HIST/AESTHS 1	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students study the global origins and influences of dance forms and styles of the 20 th and 21 st centuries. Students analyze, assess, discuss, and write about dance performances. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.1	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.1	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.912.O.2.2	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.4	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.1.6	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.912.H.2.1	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.
DA.912.H.2.2	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.2	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.1	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
Additional Required Benchmarks:	
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.2	Production and Distribution of Writing

LACC.910.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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LACC.910.WHST.3 Research to Build and Present Knowledge
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LACC.910.WHST.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

**Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

Subject Area: Dance
Course Number: 0300440
Course Title: Dance for Disabled Students
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

A. Major concepts/content. The purpose of this course is to provide opportunities to participate in dance activities and acquire knowledge of dance concepts and techniques for exceptional students whose level of disability prohibits successful participation in other dance courses, even with reasonable modification and accommodation.

The content should include, but not be limited to, the following:

- basic movement patterns to explore time, space, force, flow, effort, and shape
- compositions choreographed by students and teachers in a variety of dance forms

B. Special note. Registration for this course shall comply with the directives of Public Law 94-142.

C. Intended outcomes. After successfully completing this course, the student will:

1. Understand and apply basic movement patterns that are within the limits imposed by the individual's handicapping condition.
2. Exhibit a knowledge of a variety of dance forms.
3. Understand form and structure of music as it relates to dance.
4. Choreograph dance compositions that allow active participation within the limits imposed by the individual's handicapping condition.
5. Exhibit an improved repertoire of dance techniques.

6. Exhibit an improved or maintained level of the health-related components of physical fitness.
7. Exhibit a positive attitude toward dance as a participant and as an observer.

Course Number: 0300430	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Repertory and Choreography »	
Course Title: Dance Repertory 4 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE REPERT 4 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.
DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.3	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.1	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.7	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
DA.912.S.3.9	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.912.O.2.2	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.

DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.1	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.1	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.912.F.2.2	Investigate local, regional, state, national, and global resources to support dance-related work and study.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.
DA.912.F.3.3	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance.
DA.912.F.3.4	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Additional Required Benchmarks:	
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

Course Number: 0300420	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Repertory and Choreography »	
Course Title: Dance Repertory 3 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE REPERT 3 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students study the historical works of professional choreographers in one or more genres, learning to understand, apply, and respect each choreographer’s movement design, artistic intent, and intellectual property. Students expand on Narrative, Literal, Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.1	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
DA.912.S.3.9	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.912.O.2.2	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.1	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work.
DA.912.H.3.2	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.1	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.912.F.2.1	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one’s work as a dancer.
DA.912.F.3.4	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Additional Required Benchmarks:	
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

Course Number: 0300410	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Repertory and Choreography »	
Course Title: Dance Repertory 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE REPERT 2	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.1	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.912.H.2.1	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.2	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Additional Required Benchmarks:	
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.2 Production and Distribution of Writing	
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

Course Number: 0300390	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Repertory and Choreography »	
Course Title: Dance Choreography/Performance 2 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE CHOR PERF 2 H	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.1	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.1	Synthesize a variety of choreographic principles and structures to create a dance.
DA.912.S.1.2	Generate choreographic ideas through improvisation and physical brainstorming.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.3	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.6	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.9	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.1	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
DA.912.O.1.5	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.912.O.2.1	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.
DA.912.O.2.2	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.
DA.912.O.2.3	Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.

DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.4	Devise and/or use a method of recording or documenting choreography to remember and archive works.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.1	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.912.H.2.1	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.
DA.912.H.2.3	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.1	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.1	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.
DA.912.F.1.2	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.4	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.

DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.9	Choreograph, plan rehearsals, direct, and produce a concert piece; and evaluate the results to demonstrate artistic ability, leadership, and responsibility.
Additional Required Benchmarks:	
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.1	Key Ideas and Details
LACC.1112.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subje
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

Course Number: 0300380	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Repertory and Choreography »	
Course Title: Dance Choreography/Performance 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE CHOR PERF 1	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.1	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.1	Synthesize a variety of choreographic principles and structures to create a dance.
DA.912.S.1.2	Generate choreographic ideas through improvisation and physical brainstorming.

DA.912.S.1.4	Create dance studies using dance vocabulary and innovative movement.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.6	Use resistance, energy, time, and focus to vary expression and intent.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
DA.912.O.1.5	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.912.O.2.1	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.
DA.912.O.2.2	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.1	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.6	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.912.H.2.2	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.2	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.
DA.912.H.3.4	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.1	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Additional Required Benchmarks:	
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.1.	Key Ideas and Details
LACC.910.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subje

LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

Course Number: 0300370	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Dance Genres »	
Course Title: Ballet 4 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: BALLET 4 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students are challenged in their application of classical dance techniques and terminology associated with the traditional class structure of ballet. Students may have an opportunity to explore contemporary ballet concepts of movement, as well. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.
DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.

DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.3	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.3	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
DA.912.S.3.6	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.10	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
DA.912.S.3.11	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.

DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.3	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance.
DA.912.F.3.4	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.5	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
Additional Required Benchmarks:	
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
LACC.1112.RST.2 Craft and Structure	

LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
TH.912.C.1.2	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

Course Number: 0300360	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Dance Genres »	
Course Title: Ballet 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: BALLET 3	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students broaden their classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.3	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.3	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
DA.912.S.3.6	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.10	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
DA.912.S.3.11	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.

DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.5	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
Additional Required Benchmarks:	
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/ or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

Course Number: 0300350	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Dance Genres »	
Course Title: Ballet 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: BALLET 2	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students develop intermediate-level classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.3	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
DA.912.S.3.10	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Additional Required Benchmarks:	
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.2	Production and Distribution of Writing
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/ or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Course Number: 0300340	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Dance Genres »	
Course Title: Ballet 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: BALLET 1	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students learn basic classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.

DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Additional Required Benchmarks:	
LACC.910.SL.2 Presentation of Knowledge and Ideas	
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.2 Production and Distribution of Writing	
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

Course Number: 0300338	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance » SubSubject: Dance Technique »	
Course Title: Dance Celebration for Students of Mixed Mobilities	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE MIX MOBIL	
Number of Credits: 1.0; May be repeated for credit	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: In this course, students of upright or seated mobility study dance as an art form in a manner that focuses on dancers' abilities and challenges preconceptions about mobility-related "disabilities." Dancers work collaboratively to adapt physically rigorous dance techniques to fit their own and others' personal mobilities. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. To learn more about how dancers of mixed mobilities may work together, please visit these and other links: http://www.axisdance.org/ ; www.danceforpd.org ; www.gggreg.com/dancingwheels.htm .	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.1	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.
DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.1	Synthesize a variety of choreographic principles and structures to create a dance.
DA.912.S.1.3	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4	Create dance studies using dance vocabulary and innovative movement.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.6	Use resistance, energy, time, and focus to vary expression and intent.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.5	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.912.O.2.2	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.

DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.4	Devise and/or use a method of recording or documenting choreography to remember and archive works.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.1	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.912.H.2.2	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
DA.912.H.2.3	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.1	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.
DA.912.F.1.2	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.912.F.2.1	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.
DA.912.F.2.2	Investigate local, regional, state, national, and global resources to support dance-related work and study.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.
DA.912.F.3.5	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
Additional Required Benchmarks:	
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.2 Production and Distribution of Writing	
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PE.912.C.1.4	Choreograph complex dance sequences alone, with a partner, or in a small group
PE.912.C.1.10	Analyze long-term benefits of participating in regular physical activity.

Course Number: 0300334	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance »	
Course Title: Dance Techniques 4 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE TECHNQS 4 HON	
Course Length: Year	
Course Level: 3	
Course Status: State Board approved	
Course Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills.	
Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day. Students who enjoy the challenges and successes of this course may wish to take an accelerated dance class in the future.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.
DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.

DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.2	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.1.3	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4	Create dance studies using dance vocabulary and innovative movement.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.3	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.1	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
DA.912.S.3.6	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
DA.912.S.3.9	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.1	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.

DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
DA.912.O.1.4	Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.912.O.2.1	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.
DA.912.O.2.2	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.
DA.912.O.2.3	Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.4	Devise and/or use a method of recording or documenting choreography to remember and archive works.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.1	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.1.6	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
DA.912.H.2.2	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.

DA.912.H.2.3	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.2	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.4	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.1	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.912.F.2.1	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.
DA.912.F.2.2	Investigate local, regional, state, national, and global resources to support dance-related work and study.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.
DA.912.F.3.3	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance.
DA.912.F.3.4	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.

Additional Required Benchmarks:	
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SS.912.H.2.5	Describe how historical, social, cultural and physical settings influence an audience’s aesthetic response.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
TH.912.F.3.7	Use social networking or other communication technology appropriately to advertise for a production or school event.

Course Number: 0300330	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance »	
Course Title: Dance Techniques 3 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE TECHNQS 3 HON	
Course Length: Year	
Course Level: 3	
Course Status: State Board approved	
Course Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.	
Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.
DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.

DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.1	Synthesize a variety of choreographic principles and structures to create a dance.
DA.912.S.1.2	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.1.3	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4	Create dance studies using dance vocabulary and innovative movement.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.3	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.1	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
DA.912.S.3.6	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
DA.912.S.3.9	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.

DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
DA.912.O.1.5	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
DA.912.O.2.1	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.1	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.2	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.4	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.1	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.

DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.
Careers in and related to the arts significantly and positively impact local and global economies.	
DA.912.F.2.2	Investigate local, regional, state, national, and global resources to support dance-related work and study.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one’s work as a dancer.
DA.912.F.3.4	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.F.3.10	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.
Additional Required Benchmarks:	
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.F.3.7	Use social networking or other communication technology appropriately to advertise for a production or school event.

Course Number: 0300320	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Dance »	
Course Title: Dance Techniques 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: DANCE TECHNQS 2	
Course Length: Year	
Course Level: 2	
Course Status: State Board approved	
Course Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.	
Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.4	Create dance studies using dance vocabulary and innovative movement.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.

DA.912.S.2.3	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.
DA.912.S.3.6	Use resistance, energy, time, and focus to vary expression and intent.
DA.912.S.3.7	Move with agility, alone and relative to others, to perform complex dance sequences.
DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.5	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.2	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.

DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
DA.912.F.3.5	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Additional Required Benchmarks:	
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.2	Production and Distribution of Writing
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
SC.912.L.14.14	Identify the major bones of the axial and appendicular skeleton.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.