

COLUMBUS CITY SCHOOLS

DANCE SURVEY SCOPE AND SEQUENCE/TIMELINE



FIRST GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS BENCHMARKS	SOCIAL STUDIES BENCHMARKS
1-2	Dance Concepts	Historical, Cultural and Social Contexts	D: Synthesize contextual information about culturally representative dances to understand and explain their development.	<p>___ GLI 3: Analyze and discuss the relationship between form and meaning in dances of different cultures.</p>		
		Creative Expression and Communication	A: Perform basic dance movements, body positions and spatial patterns from one or more dance styles or traditions.	<p>___ GLI 1: Control motion and stillness in large group work.</p> <p>___ GLI 2: Explore improvisation as a tool for teaching dance technique and for dance making.</p> <p>___ GLI 3: Perform a variety of movement sequences with focus, alignment, balance, coordination and increased strength and flexibility.</p>		
3	Dance Concepts		B: Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic range of movement.	<p>___ GLI 1: Compose a dance that demonstrates personal movement preferences and a range of movement vocabulary.</p> <p>___ GLI 2: Create a movement study that has clear intent, explores dance elements and uses choreographic principles.</p>		

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS BENCHMARKS	SOCIAL STUDIES BENCHMARKS
				____ GLI 3: Create a movement study focused on partnering contrasting/ complimentary shapes.		
4	Dance Concepts		C. Reflect on, evaluate and refine choreographic, rehearsal and performance processes.	____ GLI 1: Apply, revision processes to improve personal dance works.		
5	Dance Concepts		D: Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.	____ GLI 1: Perform a dance that demonstrates increased technical skill, dynamic range and expression for an audience. ____ GLI 2: As a soloist or with an ensemble, perform a dance that demonstrates expression and clarity and includes a variety of complex movement sequences (e.g., use of space, dynamics, rhythms, pathways and forms).		
6	Dance Concepts		B: Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic range of movement.	____ GLI 4: Compose a small-group study that explores spatial relationships.		
7	Dance Concepts	Valuing the Arts/Aesthetic Reflection	A: Articulate the value of dance as a means of communication for themselves	____ GLI 1: Explore questions about the experience of learning to dance. ____ GLI 2: Identify and raise aesthetic questions	Communication: Oral and Visual B: Give informational presentations that present ideas in a logical sequence, include relevant facts	

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			and for others.	<p>about dance experiences (e.g., questions related to the significance, beauty, and intent of the dance).</p> <p>____ GLI 3: Write and present personal statements about the meaning and significance of dance experiences (e.g., observing, performing or responding to dance).</p>	<p>and details from multiple sources and use a consistent organizational structure.</p> <p>Research</p> <p>C: Organize resources from various resources and select appropriate sources to support central ideas, concepts and themes.</p>	
		Analyzing and Responding	B: Use defined criteria, applies knowledge of dance elements, techniques, styles and choreographic forms to critique dances and justify opinions.	____ GLI 4: Recognize the use of literal versus abstract dance.		
8	Dance Concepts	Connections, Relationships and Applications	B: Identify and compare how learning strategies (e.g., collaboration, consensus building, decision making, risk taking) acquired in dance are used in dance and non-dance careers.	____ GLI 1: Recognize and discuss how participation in dance develops skills that are valuable and applicable to other careers.		
			E: Explain how the study of dance provides knowledge and skills essential to life, personal	____ GLI 3: Identify dance career options (e.g., performer, choreographer, art therapist, dance critic, educator and		

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			health and effective work in various careers.	arts administrator) and explain the specialized training, experience and education required for each.		
9	Dance Concepts		D: Create and demonstrate correct warm-up activities independently and in group.	<p>____ GLI 1: Use practice, rehearsal and performance skills to demonstrate the proper preparation for exercise or dance.</p> <p>____ GLI 3: Create a personal warm-up to use before class, rehearsal or a performance.</p>		
10	Dance Concepts		E: Explain how the study of dance provides knowledge and skills essential to life, personal health and effective work in various careers.	<p>____ GLI 1: Identify anatomical terminology that relates to dance.</p> <p>____ GLI 2: Develop strategies for promoting safe dance practices and for coping with unsafe practices.</p>		

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DANCE SURVEY SCOPE AND SEQUENCE/TIMELINE



SECOND GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS BENCHMARKS	SOCIAL STUDIES BENCHMARKS
1-2	Development of New Dance Forms (as it relates to contemporary dance, cultural dance).	Historical, Cultural and Social Contexts	A: Perform and describe dances from various cultures and historical periods with emphasis on cultures addressed in social studies.	<p>___ GLI 1: Identify and demonstrate key movement characteristics of different cultural dance styles.</p> <p>___ GLI 2: Perform and discuss social and traditional dances of early America.</p>		
			B: Explain the social and historical contexts that influence the development of dance in a culture.	<p>___ GLI 1: Examine and discuss the ways that different events (e.g., cultural, political, social and technological) impact dance and dance development.</p> <p>___ GLI 2: Share specific examples of how dance functions in the lives of people of different ages and genders including their own.</p>		<p>Citizenship Rights and Responsibilities</p> <p>A: Analyze ways people achieve government change, including political action, social protest and revolution.</p>
		Creative Expression and Communication	D: Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.	___ GLI ? : Perform a dance that demonstrates increase technical skill, dynamic range and expression for an audience.		
3	Development of New Dance Forms (as it relates to contemporary	Historical, Cultural and Social Contexts	D: Synthesize contextual information about culturally	___ GLI 1: Describe the influences of gender, class, ethnicity and geography on		<p>People In Societies</p> <p>C: Explain how contact between different cultures impacts the</p>

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS BENCHMARKS	SOCIAL STUDIES BENCHMARKS
	dance, cultural dance).		representative dances to understand and explain their development	traditional, social and theatrical dance.		diffusion of belief systems, art, science, technology, language, and forms of government.
		Connections, Relationships and Applications	C: Explain common issues, topics and problems that demonstrate the connections between dance, other arts areas and disciplines outside the arts.	____ GLI 3: Discuss innovations (e.g., computer movement, electronic media and technical theatre developments) that have affected contemporary dance production.		
4	Development of New Dance Forms (as it relates to contemporary dance, cultural dance).	Historical, Cultural and Social Contexts	C: Research a recognized contributor to dance (e.g., choreographer, dancer or educator) and trace the development of the individual's work to its historical and cultural influences	____ GLI 1: Research a historically significant choreographer and describe his/her contribution to dance history.		Skills and Methods A: Analyze different perspectives on a topic obtained from a variety of sources.
5	Development of New Dance Forms (as it relates to contemporary dance, cultural dance).	Historical, Cultural and Social Contexts	E: Explain ways in which works of dance related to the themes and issues of their historical, cultural, and social contexts.	____ GLI 1: Select a universal, recurring theme in the arts and analyze how it is expressed through dance across different cultures.	Literary Text D: Identify similar recurring themes across different works.	
		Analyzing and Responding	A: Analyze how dance elements are used to convey concepts or themes in dance performances.	____ GLI 1: Identify and analyze how recurring themes are communicated across traditional and contemporary dance performances.	Literary Text D: Identify similar recurring themes across different works.	

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS BENCHMARKS	SOCIAL STUDIES BENCHMARKS
6	Development of New Dance Forms (as it relates to contemporary dance, cultural dance).	Creative Expression and Communication	A: Perform basic dance movements, body positions and spatial patterns from one or more dance styles or traditions.	<p>____ GLI 3: Perform a variety of movement sequences with focus, alignment, balance, coordination and increased strength and flexibility.</p> <p>____ GLI 4: Execute a variety of movement phrases specific to the dance forms studied (e.g., ballet, tap, ethnic, jazz modern).</p> <p>____ GLI 5: Identify and demonstrate established dance styles.</p>		
			B. Create a personal work that demonstrates originality, unit, clarity of intent and a dynamic range of movement.	<p>____ GLI 2: Create a movement study that has a clear intent, explores dance elements and uses choreographic principles.</p>		
			D: Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.	<p>____ GLI 2: As a soloist or with an ensemble, perform a dance that demonstrates expression and clarity and includes a variety of complex movement sequences (e.g., use of space, dynamics, rhythms, pathways and forms)</p>		
7	Development of New Dance Forms (as it relates to contemporary dance, cultural dance).	Analyzing and Responding	C: Discuss how elements of production (e.g., costumes, lights, props, staging and venue) affect aspects of a dance	<p>____ GLI 3: Determine and articulate the relationship between movement and sound in a dance.</p>		

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			performance (e.g., dance elements, choreography, performance skills).			
8	Development of New Dance Forms (as it relates to contemporary dance, cultural dance).		B: Using defined criteria, apply knowledge of dance elements, techniques, styles and choreographic forms to critique dances and justify opinions.	<p>___ GLI 1: Use recognized, exemplary works of dance to identify criteria for assessing outstanding dance performance.</p> <p>___ GLI 3: Compare personal responses to a selected dance with those of a dance critic.</p>	Writing Applications E: Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.	
		Valuing the Arts/Aesthetic Reflection	B: Articulate the value of dance as a means of communication for themselves and for others	<p>___ GLI 3: Write and present personal statements about the meaning and significance of dance experiences (e.g., observing, performing or responding to dance).</p> <p>___ GLI 4: Determine the basis (e.g., personal experience, interest, gender, age and culture) for their viewpoints about a selected dance.</p> <p>___ GLI 5: Articulate and justify a philosophy of dance and cite sources (e.g., personal experience, professionals in the field and artists' biographies) that contributed to their thinking.</p>		
9	Development of New Dance Forms	Connections, Relationships and	A: Demonstrate the inter-relationship	___ GLI 1: Identify and compare similar approaches to	Writing Applications A: Compose narratives	

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	(as it relates to contemporary dance, cultural dance).	Applications	of dance content and skills to those in other academic disciplines.	the artistic process used across the visual and performing arts disciplines (e.g., creating, performing/producing and responding).	that establish a specific setting, plot and a consistent point of view and develop characters by using sensory details and concrete language.	
			C: Explain common issues, topics and problems that demonstrate the connections between dance, other arts areas and disciplines outside the arts.	<p>____ GLI 1: Compare dance and other arts disciplines on the basis of art elements, common themes and ways of communicating meaning.</p> <p>____ GLI 2: Select and research a theme or topic studied in another content area and compose a dance to enhance understanding of the topic.</p>	<p>Writing Applications</p> <p>D: Use documented textual evidence to justify interpretations of literature or to support a research topic.</p>	

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DANCE SURVEY SCOPE AND SEQUENCE/TIMELINE



THIRD GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS BENCHMARKS	SOCIAL STUDIES BENCHMARKS
1	Classical Dance Forms: Ballet and Cultural Forms	Analyzing and Responding	C: Discuss how elements of production (e.g., costumes, lights, props, staging and venue) affect aspects of a dance performance (e.g., dance elements, choreography, performance skills).	<p>____ GLI 1: Use established criteria to assess the effectiveness of dance and theatrical elements in communicating meaning.</p> <p>____ GLI 2: Analyze the relevance of setting to the mood and meaning of a dance performance.</p> <p>____ GLI 3: Determine and articulate the relationship between movement and sound in a dance</p>		
		Historical, Cultural and Social Contexts	A: Perform and describe dances from various cultures and historical periods with emphasis on cultures addressed in social studies.	<p>____ GLI 1: Identify and demonstrate key movement characteristics of different cultural dance styles.</p>		<p>People in Societies</p> <p>A: Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.</p>
			B: Explain the social and historical contexts influence the development of dance in a culture.	<p>____ GLI 1: Examine and discuss the ways that different events (e.g., cultural, political, social and technological) impact dance and dance development.</p> <p>____ GLI 2: Share specific examples of how dance functions in</p>		<p>People in Societies</p> <p>B: Analyze the consequences of oppression, discrimination and conflict between cultures.</p> <p>C: Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.</p>

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS BENCHMARKS	SOCIAL STUDIES BENCHMARKS
				the lives of people of different ages and genders including their own.		
2	Classical Dance Forms: Ballet and Cultural Forms		D: Synthesize contextual information about culturally representative dances to understand and explain their development.	____ GLI 1: Describe the influences of gender, class, ethnicity and geography on traditional, social and theatrical dance.		
3	Classical Dance Forms: Ballet and Cultural Forms		C: Research a recognized contributor to dance (e.g., choreographer, dancer or educator) and trace the development of the individual's work to its historical and cultural influences.	____ GLI 1: Research a historically significant choreographer and describe his/her contribution to dance history.		Social Studies Skills and Methods C: Present a position and support it with evidence and citation of sources.
		Connections, Relationships and Applications	C: Explain common issues, topics and problems that demonstrate the connections between dance, other arts areas and disciplines outside the arts.	____ GLI 3: Discuss innovations (e.g., computer movement, electronic media and technical theatre developments) that have affected contemporary dance production		
4	Classical Dance Forms: Ballet and Cultural Forms	Analyzing and Responding	A: Analyze how dance elements are used to convey concepts or themes in dance performances.	____ GLI 1: Identify and analyze how recurring themes are communicated across traditional and contemporary dance performances.		

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS BENCHMARKS	SOCIAL STUDIES BENCHMARKS
		Historical, Cultural and Social Contexts	E: Explain ways in which works of dance relate to the themes and issues of their historical, cultural and social contexts.	___ GLI 1: Select a universal, recurring theme in the arts and analyze how it is expressed through dance across different cultures.	Research C: Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.	
		Connections, Relationships and Applications	C: Explain common issues, topics and problems that demonstrate the connections between dance, other arts areas and disciplines outside the arts.	___ GLI 2: Select and research a theme or topic studied in another content area and compose a dance to enhance understanding of the topic.	Research C: Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.	
5	Classical Dance Forms: Ballet and Cultural Forms	Creative Expression and Communication	A: Perform basic dance movements, body positions and spatial patterns from one or more dance styles or traditions.	___ GLI 3: Perform a variety of movement sequences with focus, alignment, balance, coordination and increased strength and flexibility. ___ GLI 4: Execute a variety of movement phrases specific to the dance forms studies (e.g., ballet, tap ethnic, jazz, modern).		
			B: Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic range of movement.	___ GLI 2: Create a movement study that has clear intent, explores dance elements and uses choreographic principles.		
			C: Reflect on, evaluate and refine choreographic, rehearsal and	___ GLI 1: Apply revision processes to improve personal dance works.		

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS BENCHMARKS	SOCIAL STUDIES BENCHMARKS
			performance processes.			
		Analyzing and Responding	D: Demonstrate and use available technology to create and record dances.	____ GLI 1: Develop a personal system of notating movement phrases and studies.		
		Connections, Relationships and Applications	D: Create and demonstrate correct warm-up activities independently and in a group.	____ GLI 1: Use practice, rehearsal and performance skills to demonstrate the proper preparation for exercise or dance.		
6	Classical Dance Forms: Ballet and Cultural Forms	Creative Expression and Communication	A: Perform basic dance movements, body positions and spatial patterns from one or more dance styles or traditions.	____ GLI 5: Identify and demonstrate established dance forms.		
			B: Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic range of movement.	____ GLI 1: Compose a dance that demonstrates personal movement preferences and a range of movement vocabulary.		
7	Classical Dance Forms: Ballet and Cultural Forms	Creative Expression and Communication	D: Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.	____ GLI 2: As a soloist or with an ensemble, perform a dance that demonstrates expression and clarity and includes a variety of complex movement sequences (e.g., use of space, dynamics, rhythms, pathways and forms).		

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS BENCHMARKS	SOCIAL STUDIES BENCHMARKS
		Analyzing and Responding	C: Discuss how elements of production (e.g., costumes, lights props, staging and venue) affect aspects of a dance performance (e.g., dance elements, choreography, performance skills).	<p>____ GLI 2: Analyze the relevance of setting to the mood and meaning of a dance performance.</p>		
8	Classical Dance Forms: Ballet and Cultural Forms		B: Using defined criteria, apply knowledge of dance elements, techniques, styles and choreographic forms to critique dances and justify opinions.	<p>____ GLI 1: Use recognized, exemplary works of dance to identify criteria for assessing outstanding dance performance.</p> <p>____ GLI 2: Analyze and interpret two dance performances on the basis of their stylistic characteristics.</p> <p>____ GLI 3: Compare personal responses to a selected dance with those of peers, dance teacher, and or dance critic.</p>	Writing Applications E: Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.	
		Valuing the Arts/Aesthetic Reflection	A: Articulate the value of dance as a means of communication for themselves and for others.	<p>____ GLI 2: Identify and raise aesthetic questions about dance experiences (e.g., questions related to the significance, beauty and intent of the dance).</p> <p>____ GLI 3: Write and present personal statements about the meaning and significance of dance experiences</p>		

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				<p>(e.g., observing, performing or responding to dance).</p> <p>___ GLI 4: Determine the basis (e.g., personal experience, interest, gender, age and culture) for their viewpoints about a selected dance.</p> <p>___ GLI 5: Articulate and justify a philosophy of dance and cite sources (e.g., personal experience, professionals in the field and artists' biographies) that contributed to their thinking.</p>		
9	Classical Dance Forms: Ballet and Cultural Forms	Connections, Relationships and Applications	A: Demonstrate the inter-relationship of dance content and skills to those in other academic disciplines.	___ GLI 1: Identify and compare similar approaches to the artistic process used across the visual and performing arts disciplines (e.g., creating, performing/producing and responding).		
			B: Identify and compare how learning strategies (e.g., collaboration, consensus building, decision making, risk taking) acquired in dance are used in dance and non-dance careers.	___ GLI 1: Recognize and discuss how participation in dance develops skills that are valuable and applicable to other careers.		

COLUMBUS CITY SCHOOLS

DANCE SURVEY SCOPE AND SEQUENCE/TIMELINE



FOURTH GRADING PERIOD

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
1	Development of Vernacular Dance (tap, jazz, social dance). Dances that rebel against the political climate or society.	Historical, Cultural and Social Contexts	A: Perform and describe dances from various cultures and historical periods with emphasis on cultures addressed in social studies.	<p>___ GLI 1: Identify and demonstrate key movement characteristics of different cultural dance styles.</p> <p>___ GLI 2: Perform and discuss social and traditional dances of early America.</p>		<p>History</p> <p>D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries.</p>
			B: Explain the social and historical contexts that influence the development of dance in a culture.	<p>___ GLI 1: Examine and discuss the ways that different events (e.g., cultural, political, social and technological) impact dance and dance development.</p> <p>___ GLI 2: Share specific examples of how dance functions in the lives of people of different ages and genders including their own.</p>		<p>Geography</p> <p>D: Explain the reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.</p>
			D: Synthesize contextual information about culturally representative dances to understand and explain their development.	<p>___ GLI 1: Describe the influences of gender, class, ethnicity and geography on traditional, social and theatrical dance.</p>		
				___ GLI 2: Analyze and discuss the relationship	<p>Research</p> <p>A: Formulate open-</p>	

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				between form and meaning in dances of different cultures.	ended research questions suitable for investigation and adjust questions as necessary while research is conducted.	
2	Development of Vernacular Dance (tap, jazz, social dance). Dances that rebel against the political climate or society.	Connections, Relationships and Applications	C: Explain common issues, topics and problems that demonstrate the connections between dance, other arts areas and disciplines outside the arts.	____ GLI 3: Discuss innovations (e.g., computer movement, electronic media and technical theatre developments) that have affected contemporary dance production		
		Historical, Cultural and Social Contexts	C: Research a recognized contributor to dance (e.g., choreographer, dancer or educator) and trace the development of the individual's work to its historical and cultural influences.	____ GLI 1: Research a historically significant choreographer and describe his/her contribution to dance history.	Research E: Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.	
3	Development of Vernacular Dance (tap, jazz, social dance). Dances that rebel against the political climate or society.		E: Explain ways in which works of dance relate to the themes and issues of their historical, cultural and social contexts.	____ GLI 1: Select a universal, recurring theme in the arts and analyze how it is expressed through dance across different cultures.	Research B: Evaluate the usefulness and credibility of data.	
		Analyzing and Responding	A: Analyze how dance elements are used to convey concepts or themes in dance	____ GLI 1: Identify and analyze how recurring themes are communicated across traditional and contemporary dance	Literary Text D: Identify similar recurring themes across different works.	

WEEK	THEME	STANDARD	BENCHMARK	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ GLIs	SOCIAL STUDIES STANDARDS/ GLIs
			performances.			
4	Development of Vernacular Dance (tap, jazz, social dance). Dances that rebel against the political climate or society.	Creative Expression and Communication	A: Perform basic dance movements, body positions and spatial patterns from one or more dance styles or traditions.	<p>_____ GLI 3: Perform a variety of movement sequences with focus, alignment, balance, coordination and increased strength and flexibility.</p> <p>_____ GLI 5: Identify and demonstrate established dance forms.</p>		
			B: Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic range of movement.	_____ GLI 2: Create a movement study that has clear intent, explores dance elements and uses choreographic principles.		
5	Development of Vernacular Dance (tap, jazz, social dance). Dances that rebel against the political climate or society.		D: Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.	<p>_____ GLI 1: Perform a dance that demonstrates increased technical skill, dynamic range and expression for an audience.</p> <p>_____ GLI 2: As a soloist or with an ensemble, perform a dance that demonstrates expression and clarity and includes a variety of complex movement sequences (e.g., use of space, dynamics, rhythms, pathways and forms).</p>		Skills and Methods D: Work effectively in a group.
6	Development of Vernacular Dance (tap, jazz, social dance). Dances that rebel against the political		B: Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic	_____ GLI 1: Compose a dance that demonstrates personal movement preferences and a range of movement vocabulary.		

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	climate or society.		range of movement.			
			C: Reflect on, evaluate and refine choreographic, rehearsal and performance processes.	____ GLI 1: Apply revision processes to improve personal dance works.	Writing Process C: Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.	
		Analyzing and Responding	D: Demonstrate and use available technology to create and record dances.	____ GLI 1: Develop a personal system of notating movement phrases and studies.		
		Connections, Relationships and Applications	D: Create and demonstrate correct warm-up activities independently and in a group.	____ GLI 1: Use practice, rehearsal and performance skills to demonstrate the proper preparation for exercise or dance. ____ GLI 2: Executes a variety of warm-up exercises specific to dance forms studied.		
7	Development of Vernacular Dance (tap, jazz, social dance). Dances that rebel against the political climate or society.	Analyzing and Responding	B: Using defined criteria, apply knowledge of dance elements, techniques, styles and choreographic forms to critique dances and justify opinions.	____ GLI 1: Use recognized, exemplary works of dance to identify criteria for assessing outstanding dance performance. ____ GLI 3: Compare personal responses to a selected dance with those of a dance critic.	Writing Applications D: Use documented textual evidence to justify interpretations of literature or to support a research topic.	
8-9	Development of Vernacular Dance (tap, jazz, social dance). Dances that rebel against		C: Discuss how elements of production (e.g. costumes, lights, props, staging	____ GLI 1: Use established criteria to assess the effectiveness of dance and theatrical elements in		

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	the political climate or society.		and venue) affect aspects of a dance performance (e.g., dance elements, choreography, performance skills).	communicating meaning.		
		Valuing the Arts/Aesthetic Reflection	A: Articulate the value of dance as a means of communication for themselves and for others.	<p>____ GLI 1: Explore questions about the experience of learning to dance.</p> <p>____ GLI 3: Write and present personal statements about the meaning and significance of dance experiences (e.g., observing, performing or responding to dance).</p>		
		Connections, Relationships and Applications	A: Demonstrate the inter-relationship of dance content and skills to those in other academic disciplines.	<p>____ GLI 1: Identify and compare similar approaches to the artistic process used across the visual and performing arts disciplines (e.g., creating, performing/producing and responding).</p>		
10	Development of Vernacular Dance (tap, jazz, social dance). Dances that rebel against the political climate or society.		F: Create an individual advocacy statement in support of dance and dance education.	<p>____ GLI 1: Explain the concept of arts advocacy and its importance to dance and dance education.</p>	<p>Writing Applications</p> <p>E: Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.</p>	