Dance

Effective November 2021
Rule 6A-1.09412, F.A.C.

Dance - Grade Kindergarten (#5003010) 2015 - 2022 (current)

Course Standards

Name	Description
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.
DA.K.C.2.1:	Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes. **Clarifications:** e.g., turtle: slow; rabbit: fast
DA.K.C.3.1:	Express preferences from among a teacher-selected set of dances. **Clarifications:** e.g., teacher-chosen dances presented live or on video, dancing games, simple dances students have already learned
DA.K.F.1.1:	Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination. **Clarifications:** e.g., scarves, long ribbons, soft fabric squares and rectangles
DA.K.F.3.1:	Follow classroom instructions given by the teacher.
DA.K.H.1.1:	Dance to music from a wide range of cultures.
DA.K.O.1.1:	Improvise a short phrase based on the elements of dance. **Clarifications:** e.g., space: pathways, levels; time: speed
DA.K.O.2.1:	Improvise a short dance phrase with a clear beginning and ending. **Clarifications:** e.g., twist, bend, swing, bounce, freeze
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.
DA.K.S.1.1:	Discover movement through exploration, creativity, and imitation. **Clarifications:** e.g., use of space, tempo, level, direction
DA.K.S.1.2:	Discover new ways to move by using imitation and imagery. **Clarifications:** e.g., animals, swaying trees, falling snow
DA.K.S.2.1:	Follow classroom directions.
DA.K.S.2.2:	Retain simple sequences and accurate dance terminology over time.
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.
MAFS.K.CC.1.1:	Count to 100 by ones and by tens. **Standard Relation to Course: Supporting**
MAFS.K.CC.1.2:	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **Standard Relation to Course: Supporting**
MAFS.K.CC.1.3:	Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). **Standard Relation to Course: Supporting**
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**

	Look for and make use of structure.
MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
LAFS.K.RL.4.10:	Actively engage in group reading activities with purpose and understanding.
LAFS.K.SL.1.1:	Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
	Standard Relation to Course: Supporting
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
PE.K.C.2.1:	Recognize locomotor skills. **Clarifications:** Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.
PE.K.C.2.2:	Recognize physical activities have safety rules and procedures. **Clarifications:** An example would be to put equipment away when not in use in order to keep the physical activity area safe.
PE.K.R.6.2:	Identify a benefit of willingly trying new movements and motor skills.
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.
MU.K.C.1.1:	Respond to music from various sound sources to show awareness of steady beat. **Clarifications:** e.g., steady beat, pulse
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. **Clarifications:** e.g., locomotor and non-locomotor movement, body levels
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.K.C.1.1:	Recognize healthy behaviors. **Clarifications:** Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - GRADE K
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): K

Educator Certifications

Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Physical Education (Elementary and Secondary Grades K-12)
Physical Education (Grades K-8)

Dance - Grade Kindergarten (#5003010) 2022 - And Beyond

Course Standards

Name	Description
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DA.K.F.1.1:	Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination. **Clarifications:** e.g., scarves, long ribbons, soft fabric squares and rectangles
DA.K.F.3.1:	Follow classroom instructions given by the teacher.
DA.K.H.1.1:	Dance to music from a wide range of cultures.
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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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts.

- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.

	• Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.K.C.2.1:	Recognize locomotor skills. **Clarifications:** Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.
PE.K.C.2.2:	Recognize physical activities have safety rules and procedures. **Clarifications:** An example would be to put equipment away when not in use in order to keep the physical activity area safe.
PE.K.R.6.2:	Identify a benefit of willingly trying new movements and motor skills.
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MU.K.C.1.1:	Respond to music from various sound sources to show awareness of steady beat. **Clarifications:** e.g., steady beat, pulse
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General Course Information and Notes

VERSION 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.

GENERAL NOTES

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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QUALIFICATIONS

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GENERAL INFORMATION

Course Number: 5003010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - GRADE K
Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): K

Educator Certifications

Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Physical Education (Elementary and Secondary Grades K-12)
Physical Education (Grades K-8)

Dance - Grade 1 (#5003020) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., "right foot front," "arms to the side"
DA.1.C.2.1:	Make movement choices, using one or more given elements, to complete a short phrase. **Clarifications:** e.g., levels, tempos, directions, energy
DA.1.C.3.1:	Share personal opinions on selected movement pieces, recognizing that individual opinions often vary.
DA.1.F.1.1:	Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters. **Clarifications:** e.g., scarves, long ribbons, soft fabric squares and rectangles
DA.1.F.3.1:	Follow directions given by the teacher or by peers in small groups.
DA.1.H.1.1:	Practice children's dances from around the world.
DA.1.H.3.1:	Perform movement that infuses music, language, and numbers.
DA.1.O.1.1:	Experiment with given elements to develop knowledge of their characteristics. **Clarifications:** e.g., fast/slow, big/small, smooth/sharp, curved/straight
DA.1.O.1.2:	Demonstrate awareness of expectations in class and at informal performances.
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.
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.
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. **Clarifications:** e.g., elbow circles: turn a crank; flex/point: gas peddle
DA.1.S.2.1:	Listen attentively and follow directions when learning movement skills and sequences. **Clarifications:** e.g., clapping, visual or verbal cue
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. **Clarifications:** e.g., shake right hand, shake left hand
DA.1.S.3.1:	Imitate basic body postures and maintain a pose in a held stance. **Clarifications:** e.g., curved, straight, bent, crooked
DA.1.S.3.2:	Repeat simple body movements to strengthen and stretch the body. **Clarifications:** e.g., bend front and side, jump, hop
DA.1.S.3.3:	Practice moving body parts in and through space to develop coordination. **Clarifications:** e.g., arms with legs, up/down, forward/backward, skipping with arm swings
DA.1.S.3.4:	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic. **Clarifications:** e.g., verbalized rhythm transferred to the feet
DA.1.S.3.5:	Explore, manipulate, and manage concepts of personal and general space by moving in different levels and directions.
PE.1.C.2.1:	Identify the critical elements of locomotor skills. **Clarifications:** Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.
PE.1.C.2.2:	Identify safety rules and procedures for teacher-selected physical activities. **Clarifications:** An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
PE.1.C.2.9:	Name examples of warm-up and cool-down exercises. **Clarifications:** An example of a warm-up exercise is an activity that gets your blood flowing. An example of a cool-down exercise is one that slows your heart rate.

PE.1.R.6.2:	Identify feelings resulting from participation in physical activity.
PE.1.R.6.3:	Identify the benefits of learning new movement skills.
LAFS.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.1.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. **Standard Relation to Course: Supporting**
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3:	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
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.
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. **Clarifications:** e.g., pantomime, voice
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.1.C.1.1:	Identify healthy behaviors. **Clarifications:** Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.
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.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - GRADE 1
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 1

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary Grades 1-6)
Physical Education (Elementary and Secondary Grades K-12)

Dance - Grade 1 (#5003020) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., "right foot front," "arms to the side"
DA.1.C.2.1:	Make movement choices, using one or more given elements, to complete a short phrase. **Clarifications:** e.g., levels, tempos, directions, energy
DA.1.C.3.1:	Share personal opinions on selected movement pieces, recognizing that individual opinions often vary.
DA.1.F.1.1:	Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters. **Clarifications:** e.g., scarves, long ribbons, soft fabric squares and rectangles
DA.1.F.3.1:	Follow directions given by the teacher or by peers in small groups.
DA.1.H.1.1:	Practice children's dances from around the world.
DA.1.H.3.1:	Perform movement that infuses music, language, and numbers.
DA.1.O.1.1:	Experiment with given elements to develop knowledge of their characteristics. **Clarifications:** e.g., fast/slow, big/small, smooth/sharp, curved/straight
DA.1.O.1.2:	Demonstrate awareness of expectations in class and at informal performances.
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.
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.
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. **Clarifications:** e.g., elbow circles: turn a crank; flex/point: gas peddle
DA.1.S.2.1:	Listen attentively and follow directions when learning movement skills and sequences. **Clarifications:** e.g., clapping, visual or verbal cue
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. **Clarifications:** e.g., shake right hand, shake left hand
DA.1.S.3.1:	Imitate basic body postures and maintain a pose in a held stance. **Clarifications:** e.g., curved, straight, bent, crooked
DA.1.S.3.2:	Repeat simple body movements to strengthen and stretch the body. **Clarifications:** e.g., bend front and side, jump, hop
DA.1.S.3.3:	Practice moving body parts in and through space to develop coordination. **Clarifications:** e.g., arms with legs, up/down, forward/backward, skipping with arm swings
DA.1.S.3.4:	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic. **Clarifications:** e.g., verbalized rhythm transferred to the feet
DA.1.S.3.5:	Explore, manipulate, and manage concepts of personal and general space by moving in different levels and directions.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging.

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.

	• Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.1.C.2.1:	Identify the critical elements of locomotor skills. **Clarifications:** Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.
PE.1.C.2.2:	Identify safety rules and procedures for teacher-selected physical activities. **Clarifications:** An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
PE.1.C.2.9:	Name examples of warm-up and cool-down exercises. **Clarifications:** An example of a warm-up exercise is an activity that gets your blood flowing. An example of a cool-down exercise is one that slows your heart rate.
PE.1.R.6.2:	Identify feelings resulting from participation in physical activity.
PE.1.R.6.3:	Identify the benefits of learning new movement skills.
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.
TH.1.S.1.1:	Exhibit appropriate audience etiquette and response.
	Use simple acting techniques to portray a person, place, action, or thing.

TH.1.S.3.1:	**Clarifications:** e.g., pantomime, voice
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.1.C.1.1:	Identify healthy behaviors. **Clarifications:** Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.
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.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - GRADE 1
Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): 1

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary Grades 1-6)
Physical Education (Elementary and Secondary Grades K-12)

Dance-Grade 2 (#5003030) 2015 - 2022 (current)

Course Standards

Name	Description
DA.2.C.1.1:	Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece. **Clarifications:** e.g., body, effort/energy, space, time, groups, solos, names of steps
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 the meaning or feeling of a dance piece creatively, using pictures, symbols, and/or words.
DA.2.C.2.1:	Decide which of two movements will express a desired result.
DA.2.C.3.1:	Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology.
DA.2.F.1.1:	Create dances that interpret animals and storybook or other imagined characters.
DA.2.F.3.1:	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
DA.2.H.1.1:	Perform a variety of dances to explore their origins, cultures, and themes.
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.
DA.2.O.1.1:	Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure. **Clarifications:** e.g., body, action, space, time, energy, relationships
DA.2.O.1.2:	Identify and practice specified procedures and etiquette in dance class and at performances.
DA.2.O.2.1:	Change the feeling, meaning, or look of a movement phrase by altering the elements of dance. **Clarifications:** e.g., tempo, direction, level, quality of movement
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.
DA.2.S.1.1:	Demonstrate basic movement through kinesthetic exploration. **Clarifications:** e.g., stretch, collapse, sustain
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.
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.
DA.2.S.3.1:	Replicate basic positions with clear body lines and correct alignment. **Clarifications:** e.g., lengthened torso, stretched legs, curved arms
DA.2.S.3.2:	Perform bending and reaching exercises to increase strength, stamina, flexibility, and range of motion. **Clarifications:** e.g., feet/arms, cambre, side stretch, deep lunge, exercises of bend/reach
DA.2.S.3.3:	Repeat given movements to show coordination between body parts. **Clarifications:** e.g., skipping with arm movements, skips with turns, spotting head
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 plie.
LAFS.2.RL.1.2:	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LAFS.2.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **Standard Relation to Course: Supporting**
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.SL.1.3:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
PE.2.C.2.2:	Identify safety rules and procedures for selected physical activities. **Clarifications:** An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
PE.2.C.2.8:	Explain the importance of warm-up and cool-down activities. **Clarifications:** An example of the importance for warm-up activities is the prevention of injuries.

PE.2.R.6.2:	Discuss the relationship between skill competence and enjoyment.
PE.2.R.6.3:	Identify ways to contribute as a member of a cooperative group.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
VA.2.H.1.2:	Distinguish between appropriate and inappropriate audience behavior.
VA.2.S.1.3:	Explore art from different time periods and cultures as sources for inspiration.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.2.C.2.4:	Explain the ways that rules make the classroom, school, and community safer. **Clarifications:** Walking not running, waiting your turn, and following traffic laws.
TH.2.F.1.1:	Create and sustain a character inspired by a class reading or activity.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003030

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General > **Abbreviated Title:** DANCE - GRADE 2
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 2

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)
Physical Education (Elementary Grades 1-6)

Dance-Grade 2 (#5003030) 2022 - And Beyond

Course Standards

Name	Description
DA.2.C.1.1:	Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece. **Clarifications:** e.g., body, effort/energy, space, time, groups, solos, names of steps
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 the meaning or feeling of a dance piece creatively, using pictures, symbols, and/or words.
DA.2.C.2.1:	Decide which of two movements will express a desired result.
DA.2.C.3.1:	Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology.
DA.2.F.1.1:	Create dances that interpret animals and storybook or other imagined characters.
DA.2.F.3.1:	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
DA.2.H.1.1:	Perform a variety of dances to explore their origins, cultures, and themes.
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.
DA.2.O.1.1:	Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure. **Clarifications:** e.g., body, action, space, time, energy, relationships
DA.2.O.1.2:	Identify and practice specified procedures and etiquette in dance class and at performances.
DA.2.O.2.1:	Change the feeling, meaning, or look of a movement phrase by altering the elements of dance. **Clarifications:** e.g., tempo, direction, level, quality of movement
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.
DA.2.S.1.1:	Demonstrate basic movement through kinesthetic exploration. **Clarifications:** e.g., stretch, collapse, sustain
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.
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.
DA.2.S.3.1:	Replicate basic positions with clear body lines and correct alignment. **Clarifications:** e.g., lengthened torso, stretched legs, curved arms
DA.2.S.3.2:	Perform bending and reaching exercises to increase strength, stamina, flexibility, and range of motion. **Clarifications:** e.g., feet/arms, cambre, side stretch, deep lunge, exercises of bend/reach
DA.2.S.3.3:	Repeat given movements to show coordination between body parts. **Clarifications:** e.g., skipping with arm movements, skips with turns, spotting head
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 plie.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.

MA.K12.MTR.7.1:	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.2.C.2.2:	Identify safety rules and procedures for selected physical activities. **Clarifications:** An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
PE.2.C.2.8:	Explain the importance of warm-up and cool-down activities. **Clarifications:** An example of the importance for warm-up activities is the prevention of injuries.
PE.2.R.6.2:	Discuss the relationship between skill competence and enjoyment.
PE.2.R.6.3:	Identify ways to contribute as a member of a cooperative group.
VA.2.H.1.2:	Distinguish between appropriate and inappropriate audience behavior.
VA.2.S.1.3:	Explore art from different time periods and cultures as sources for inspiration.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.2.C.2.4:	Explain the ways that rules make the classroom, school, and community safer. **Clarifications:** Walking not running, waiting your turn, and following traffic laws.
TH.2.F.1.1:	Create and sustain a character inspired by a class reading or activity.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003030

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - GRADE 2
Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): 2

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)
Physical Education (Elementary Grades 1-6)

Dance-Intermediate 1 (#5003040) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., associate words and mental images, create a narrative
DA.3.C.1.3:	Identify and demonstrate changes made in various elements of a movement piece.
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.
DA.3.C.3.1:	Examine one element of a dance piece and judge how well it expressed or supported the given intent.
DA.3.F.1.1:	Create dance pieces that interpret characters from stories, poems, and other literature sources.
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.
DA.3.H.1.1:	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
DA.3.H.2.1:	Discuss the roles that dance has played in various social, cultural, and folk traditions.
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. **Clarifications:** e.g., language arts: essay-writing
DA.3.H.3.2:	Identify connections between the skills required to learn dance and the skills needed in other learning environments.
DA.3.O.1.1:	Relate how the elements of dance are applied in classwork to how they are used in dance pieces. **Clarifications:** e.g., body, action, space, time, energy, relationships
DA.3.O.1.2:	Identify the procedures and structures common to dance classes.
DA.3.O.2.1:	Select an element to change within a phrase and discuss the results.
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. **Clarifications:** e.g., pantomime, gestures
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.
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. **Clarifications:** e.g., write down steps and corrections, draw floor patterns, verbalize
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.
LAFS.3.L.3.6:	Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
LAFS.3.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. **Standard Relation to Course: Supporting**
LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
PE.3.C.2.2:	Understand the importance of safety rules and procedures in all physical activities. **Clarifications:** An example of a safety procedure is wearing a helmet when riding a bicycle.
PE.3.M.1.10:	Perform one dance accurately. **Clarifications:** Some examples of dances are square, contra, step and social.
PE.3.R.6.1:	List personally challenging physical-activity experiences.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.3.C.1.1:	Describe healthy behaviors that affect personal health. **Clarifications:** Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, performing daily physical activity, never using other's hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products.
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.

General Course Information and Notes

VERSION 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 on grade level 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: • 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.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003040

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - INTERM 1
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Physical Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Dance-Intermediate 1 (#5003040) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., associate words and mental images, create a narrative
DA.3.C.1.3:	Identify and demonstrate changes made in various elements of a movement piece.
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.
DA.3.C.3.1:	Examine one element of a dance piece and judge how well it expressed or supported the given intent.
DA.3.F.1.1:	Create dance pieces that interpret characters from stories, poems, and other literature sources.
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.
DA.3.H.1.1:	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
DA.3.H.2.1:	Discuss the roles that dance has played in various social, cultural, and folk traditions.
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. **Clarifications:** e.g., language arts: essay-writing
DA.3.H.3.2:	Identify connections between the skills required to learn dance and the skills needed in other learning environments.
DA.3.O.1.1:	Relate how the elements of dance are applied in classwork to how they are used in dance pieces. **Clarifications:** e.g., body, action, space, time, energy, relationships
DA.3.O.1.2:	Identify the procedures and structures common to dance classes.
DA.3.O.2.1:	Select an element to change within a phrase and discuss the results.
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. **Clarifications:** e.g., pantomime, gestures
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.
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. **Clarifications:** e.g., write down steps and corrections, draw floor patterns, verbalize
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

MA.K12.MTR.7.1:	Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.3.C.2.2:	Understand the importance of safety rules and procedures in all physical activities. **Clarifications:** An example of a safety procedure is wearing a helmet when riding a bicycle.
PE.3.M.1.10:	Perform one dance accurately. **Clarifications:** Some examples of dances are square, contra, step and social.
PE.3.R.6.1:	List personally challenging physical-activity experiences.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.3.C.1.1:	Describe healthy behaviors that affect personal health. **Clarifications:** Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, performing daily physical activity, never using other's hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products.
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.

General Course Information and Notes

VERSION 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 on grade level 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: • 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003040

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - INTERM 1
Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Dance (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
Physical Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Dance-Intermediate 2 (#5003050) 2015 - 2022 (current)

Course Standards

Name	Description
DA.4.C.1.1:	Create a tableau, theme, or main idea in a dance piece to explore the potential of shapes and space. **Clarifications:** e.g., symmetrical, asymmetrical, twisted, curved, rounded, curled, arched, spiraled, angular, flat
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.
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.
DA.4.C.3.1:	Evaluate a dance by examining how effectively two or more elements were used in the piece. **Clarifications:** e.g., body, space, time, energy/dynamics, relationships
DA.4.F.1.1:	Collaborate with others to create dance pieces that show innovative movement options. **Clarifications:** e.g., elements of weather, magnets, real or imagined multi-part machines, fables and stories from history
DA.4.F.2.1:	Describe the various roles and responsibilities associated with careers in dance. **Clarifications:** e.g., choreographer, dancer, teacher
DA.4.F.3.1:	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.
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.
DA.4.H.2.1:	Identify and examine important figures, historical events, and trends that have helped shape dance.
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. **Clarifications:** e.g., science, math, reading, history
DA.4.H.3.3:	Describe how dance and music can each be used to interpret and support the other.
DA.4.O.1.1:	Describe how the elements of dance are used in class and in dance pieces. **Clarifications:** e.g., body, action, space, time, energy, relationships
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.
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.
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.
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.
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. **Clarifications:** e.g., associate words and mental images, create a narrative
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.
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. **Clarifications:** e.g., "spine is like a string of pearls"
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 plie, elevation, pique, and chasse.
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.
	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.

LAFS.4.SL.1.1:	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **Standard Relation to Course: Supporting**
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
PE.4.C.2.2:	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. **Clarifications:** An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.
PE.4.M.1.10:	Perform two or more dances accurately. **Clarifications:** Some examples of dances are line, square, contra, folk, step and social.
PE.4.R.6.1:	Discuss how physical activity can be a positive opportunity for social and group interaction.
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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.4.C.1.4:	Describe ways to prevent common childhood injuries and health problems. **Clarifications:** Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.

General Course Information and Notes

VERSION 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 *on grade level* 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: • 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.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003050

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - INTERM 2
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Physical Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Dance-Intermediate 2 (#5003050) 2022 - And Beyond

Course Standards

Name	Description
DA.4.C.1.1:	Create a tableau, theme, or main idea in a dance piece to explore the potential of shapes and space. **Clarifications:** e.g., symmetrical, asymmetrical, twisted, curved, rounded, curled, arched, spiraled, angular, flat
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.
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.
DA.4.C.3.1:	Evaluate a dance by examining how effectively two or more elements were used in the piece. **Clarifications:** e.g., body, space, time, energy/dynamics, relationships
DA.4.F.1.1:	Collaborate with others to create dance pieces that show innovative movement options. **Clarifications:** e.g., elements of weather, magnets, real or imagined multi-part machines, fables and stories from history
DA.4.F.2.1:	Describe the various roles and responsibilities associated with careers in dance. **Clarifications:** e.g., choreographer, dancer, teacher
DA.4.F.3.1:	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.
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.
DA.4.H.2.1:	Identify and examine important figures, historical events, and trends that have helped shape dance.
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. **Clarifications:** e.g., science, math, reading, history
DA.4.H.3.3:	Describe how dance and music can each be used to interpret and support the other.
DA.4.O.1.1:	Describe how the elements of dance are used in class and in dance pieces. **Clarifications:** e.g., body, action, space, time, energy, relationships
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.
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.
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.
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.
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. **Clarifications:** e.g., associate words and mental images, create a narrative
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.
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. **Clarifications:** e.g., "spine is like a string of pearls"
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 plie, elevation, pique, and chasse.
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.
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task.

- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	• Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.4.C.2.2:	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. **Clarifications:** An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.
PE.4.M.1.10:	Perform two or more dances accurately. **Clarifications:** Some examples of dances are line, square, contra, folk, step and social.
PE.4.R.6.1:	Discuss how physical activity can be a positive opportunity for social and group interaction.

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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.4.C.1.4:	Describe ways to prevent common childhood injuries and health problems. **Clarifications:** Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.

General Course Information and Notes

VERSION 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 *on grade level* 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: • 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003050

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - INTERM 2
Course Length: Year (Y)

Course Status: State Board Approved

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Physical Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Dance - Intermediate 3 (#5003060) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., observe, imitate, apply musical cues
DA.5.C.1.3:	Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement.
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.
DA.5.C.3.1:	Critique a dance piece using established criteria. **Clarifications:** e.g., provide positive feedback in a safe environment, use a rubric
DA.5.F.1.1:	Evaluate the effectiveness of combining other works of art with specified works of dance. **Clarifications:** e.g., music, literature, information media
DA.5.F.1.2:	Evaluate the impact of technology on a specified work of dance. **Clarifications:** e.g., video, projections
DA.5.F.1.3:	Incorporate creative risk-taking when improvising or developing a dance phrase.
DA.5.F.2.1:	Identify dance and dance-related businesses in the community and describe their impact. **Clarifications:** e.g., public service, cross-cultural connections, economic impact, enrichment
DA.5.F.3.1:	Show leadership by sharing ideas or by demonstrating or teaching skills to others.
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.
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. **Clarifications:** e.g., African, Asian, Indian, ballet, folk, modern, tap
DA.5.H.3.1:	Create a dance, inspired by another art form, which shows one or more connections between the two disciplines. **Clarifications:** e.g., music, theatre, visual art
DA.5.H.3.2:	Demonstrate how math and science concepts may be used in dance. **Clarifications:** e.g., spacial relationships, groupings, symmetry, patterns, cycles, angles, reflections, rotations
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.
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.
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.
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.
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. **Clarifications:** e.g., music, drum beat, poetry
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. **Clarifications:** e.g., counter-balance, mirroring, unison
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.

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. **Clarifications:** e.g., 2/4 to 3/4, 3/4 to 6/8
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.
LAFS.5.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.
LAFS.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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **Standard Relation to Course: Supporting**
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.W.3.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
PE.5.M.1.10:	Perform a variety of dances accurately. **Clarifications:** Some examples of dances are line, square, contra, folk, step and social.
PE.5.R.6.1:	Describe how participation in physical activity is a source of self-expression and meaning.
TH.5.H.1.2:	Participate in a performance to explore and celebrate a variety of human experiences.
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. **Clarifications:** e.g., breath control, diction, concentration, control of isolated body parts
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.5.C.1.4:	Compare ways to prevent common childhood injuries and health problems. **Clarifications:** Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.

VERSION 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 *on grade level* 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: • 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.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003060

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - INTERM 3
Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Dance (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6)
Physical Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

Dance - Intermediate 3 (#5003060) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., observe, imitate, apply musical cues
DA.5.C.1.3:	Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement.
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.
DA.5.C.3.1:	Critique a dance piece using established criteria. **Clarifications:** e.g., provide positive feedback in a safe environment, use a rubric
DA.5.F.1.1:	Evaluate the effectiveness of combining other works of art with specified works of dance. **Clarifications:** e.g., music, literature, information media
DA.5.F.1.2:	Evaluate the impact of technology on a specified work of dance. **Clarifications:** e.g., video, projections
DA.5.F.1.3:	Incorporate creative risk-taking when improvising or developing a dance phrase.
DA.5.F.2.1:	Identify dance and dance-related businesses in the community and describe their impact. **Clarifications:** e.g., public service, cross-cultural connections, economic impact, enrichment
DA.5.F.3.1:	Show leadership by sharing ideas or by demonstrating or teaching skills to others.
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.
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. **Clarifications:** e.g., African, Asian, Indian, ballet, folk, modern, tap
DA.5.H.3.1:	Create a dance, inspired by another art form, which shows one or more connections between the two disciplines. **Clarifications:** e.g., music, theatre, visual art
DA.5.H.3.2:	Demonstrate how math and science concepts may be used in dance. **Clarifications:** e.g., spacial relationships, groupings, symmetry, patterns, cycles, angles, reflections, rotations
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.
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.
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.
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.
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. **Clarifications:** e.g., music, drum beat, poetry
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. **Clarifications:** e.g., counter-balance, mirroring, unison
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.

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. **Clarifications:** e.g., 2/4 to 3/4, 3/4 to 6/8
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems.

MA.K12.MTR.5.1:	• Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

	do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.5.M.1.10:	Perform a variety of dances accurately. **Clarifications:** Some examples of dances are line, square, contra, folk, step and social.
PE.5.R.6.1:	Describe how participation in physical activity is a source of self-expression and meaning.
TH.5.H.1.2:	Participate in a performance to explore and celebrate a variety of human experiences.
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. **Clarifications:** e.g., breath control, diction, concentration, control of isolated body parts
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.5.C.1.4:	Compare ways to prevent common childhood injuries and health problems. **Clarifications:** Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.

General Course Information and Notes

VERSION 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 *on grade level* 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: • 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 5003060

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE - INTERM 3
Course Length: Year (Y)

Course Status: State Board Approved
Grade Level(s): K,1,2,3,4,5

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Dance (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6)
Physical Education (Elementary Grades 1-6)
Physical Education (Grades K-8)
Physical Education (Elementary and Secondary Grades K-12)

M/J Dance 1 (#0300000) 2015 - 2022 (current)

Course Standards

Name	Description
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. **Clarifications:** e.g., in a classroom, master class, rehearsal, audition
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. **Clarifications:** e.g., self, peer, teacher
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	Explain the roles of dance production personnel. **Clarifications:** e.g., choreographer, producer, stage manager, ticket sales
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.
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. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures. **Clarifications:** e.g., celebratory, storytelling, social, spiritual
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.
DA.68.O.1.1:	Compare characteristics of two dance forms. **Clarifications:** e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
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.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
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. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
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. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
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.
LAFS.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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. **Standard Relation to Course: Supporting**
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

VERSION 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.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300000

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE 1
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 1 (#0300000) 2022 - And Beyond

Course Standards

Name	Description
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. **Clarifications:** e.g., in a classroom, master class, rehearsal, audition
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. **Clarifications:** e.g., self, peer, teacher
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	Explain the roles of dance production personnel. **Clarifications:** e.g., choreographer, producer, stage manager, ticket sales
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.
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. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures. **Clarifications:** e.g., celebratory, storytelling, social, spiritual
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.
DA.68.O.1.1:	Compare characteristics of two dance forms. **Clarifications:** e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
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.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
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. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
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. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

VERSION 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.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300000

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE 1
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 2 (#0300010) 2015 - 2022 (current)

Course Standards

Name	Description
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. **Clarifications:** e.g., in a classroom, master class, rehearsal, audition
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. **Clarifications:** e.g., self, peer, teacher
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	Explain the roles of dance production personnel. **Clarifications:** e.g., choreographer, producer, stage manager, ticket sales
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.
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. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures. **Clarifications:** e.g., celebratory, storytelling, social, spiritual
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.
DA.68.O.1.1:	Compare characteristics of two dance forms. **Clarifications:** e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
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.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
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. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
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. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
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.
LAFS.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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. **Standard Relation to Course: Supporting**
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

VERSION 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.

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QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE 2
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 2 (#0300010) 2022 - And Beyond

Course Standards

Name	Description
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. **Clarifications:** e.g., in a classroom, master class, rehearsal, audition
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. **Clarifications:** e.g., self, peer, teacher
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DA.68.O.2.1:	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
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DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
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DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
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DA.68.S.3.3:	Apply the mechanics of movement transitions and weight changes. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
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HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

VERSION 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.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE 2
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 3 (#0300020) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., in a classroom, master class, rehearsal, audition
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.
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. **Clarifications:** e.g., self, peer, teacher
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.
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	Explain the roles of dance production personnel. **Clarifications:** e.g., choreographer, producer, stage manager, ticket sales
DA.68.F.3.3:	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
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.
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. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures. **Clarifications:** e.g., celebratory, storytelling, social, spiritual
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.
DA.68.O.1.1:	Compare characteristics of two dance forms. **Clarifications:** e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
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. **Clarifications:** e.g., body, energy/effort, space, time, relationships
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.3.4:	Research existing methods of recording or documenting dance as a way of sharing and preserving it. **Clarifications:** e.g., Labanotation, Life Forms, film, video
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
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 comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
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.
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DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement

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. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
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.
LAFS.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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. **Standard Relation to Course: Supporting**
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

VERSION 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.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

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QUALIFICATIONS

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GENERAL INFORMATION

Course Number: 0300020

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Abbreviated Title: M/J DANCE 3
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 3 (#0300020) 2022 - And Beyond

Course Standards

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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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems.

MA.K12.MTR.5.1:	• Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

	do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 3 and Career Planning (#0300025) 2019 - 2022 (current)

Course Standards

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DA.68.C.3.2:	Evaluate key elements observed in historically significant, exemplary works of dance.
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	Explain the roles of dance production personnel. **Clarifications:** e.g., choreographer, producer, stage manager, ticket sales
DA.68.F.3.3:	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
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.
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. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures. **Clarifications:** e.g., celebratory, storytelling, social, spiritual
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.
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. **Clarifications:** e.g., body, energy/effort, space, time, relationships
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.3.4:	Research existing methods of recording or documenting dance as a way of sharing and preserving it. **Clarifications:** e.g., Labanotation, Life Forms, film, video
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
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 comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
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. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
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.
	Apply the mechanics of movement transitions and weight changes.

DA.68.S.3.3:	**Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
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.
LAFS.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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).* b. Spell correctly.
LAFS.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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. **Standard Relation to Course: Supporting**
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.2.7 (Archived Standard):	Evaluate how changes in social norms impact healthy and unhealthy behavior. **Clarifications:** Some examples may include secondhand smoke, menu items at restaurants, anti-bullying behavior.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11 (Archived Standard):	Apply proper warm-up and cool-down techniques.

General Course Information and Notes

VERSION 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.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

GENERAL NOTES

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300025

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE 3 CAR PLAN
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 3 and Career Planning (#0300025) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., in a classroom, master class, rehearsal, audition
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.
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. **Clarifications:** e.g., self, peer, teacher
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.
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	Explain the roles of dance production personnel. **Clarifications:** e.g., choreographer, producer, stage manager, ticket sales
DA.68.F.3.3:	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
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.
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. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures. **Clarifications:** e.g., celebratory, storytelling, social, spiritual
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.
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. **Clarifications:** e.g., body, energy/effort, space, time, relationships
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.3.4:	Research existing methods of recording or documenting dance as a way of sharing and preserving it. **Clarifications:** e.g., Labanotation, Life Forms, film, video
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
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 comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
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. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
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.
	Apply the mechanics of movement transitions and weight changes.

DA.68.S.3.3:	**Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.2.7:	Determine how cultural changes related to health beliefs and behaviors impact personal health. **Clarifications:** Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.

General Course Information and Notes

VERSION 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.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

GENERAL NOTES

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300025

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: M/J DANCE 3 CAR PLAN

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 4 (#0300030) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props
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.
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. **Clarifications:** e.g., self, peer, teacher
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.
DA.68.F.1.2:	Explore use of technology as a tool for creating, refining, and responding to dance. **Clarifications:** e.g., video, projections
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.2:	Identify local or regional resources to understand their importance to dancers. **Clarifications:** e.g., private dance studios, scholarships, dance companies
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. **Clarifications:** e.g., private studios, print and on-line articles and reviews, membership in dance organizations
DA.68.F.3.3:	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.H.1.1:	Identify and execute characteristic rhythms in dances representing one or more cultures. **Clarifications:** e.g., African, Indian, Irish, Israeli, Latin
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.1:	Analyze dance in various cultural and historical periods, and discuss how it has changed over time. **Clarifications:** e.g., equality of gender and race, social trends
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.
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.
DA.68.O.1.1:	Compare characteristics of two dance forms. **Clarifications:** e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
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. **Clarifications:** e.g., warm-ups, progressions, phrase work
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. **Clarifications:** e.g., body, energy/effort, space, time, relationships
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.

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.
DA.68.S.1.1:	Explore dance phrases to investigate choreographic principles and structures. **Clarifications:** e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution
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. **Clarifications:** e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)
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. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
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. **Clarifications:** e.g., on the counts, fill the music
DA.68.S.3.6:	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements. **Clarifications:** e.g., resistance, energy, time, focus
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.
LAFS.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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **Standard Relation to Course: Supporting**
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and

	can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.8.C.1.4:	Investigate strategies to reduce or prevent injuries and other adolescent health problems. **Clarifications:** Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.

General Course Information and Notes

VERSION 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.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300030

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: M/J DANCE 4

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance 4 (#0300030) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props
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.
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. **Clarifications:** e.g., self, peer, teacher
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.
DA.68.F.1.2:	Explore use of technology as a tool for creating, refining, and responding to dance. **Clarifications:** e.g., video, projections
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.2:	Identify local or regional resources to understand their importance to dancers. **Clarifications:** e.g., private dance studios, scholarships, dance companies
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. **Clarifications:** e.g., private studios, print and on-line articles and reviews, membership in dance organizations
DA.68.F.3.3:	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
DA.68.H.1.1:	Identify and execute characteristic rhythms in dances representing one or more cultures. **Clarifications:** e.g., African, Indian, Irish, Israeli, Latin
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.1:	Analyze dance in various cultural and historical periods, and discuss how it has changed over time. **Clarifications:** e.g., equality of gender and race, social trends
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.
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.
DA.68.O.1.1:	Compare characteristics of two dance forms. **Clarifications:** e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
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. **Clarifications:** e.g., warm-ups, progressions, phrase work
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. **Clarifications:** e.g., body, energy/effort, space, time, relationships
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.

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.
DA.68.S.1.1:	Explore dance phrases to investigate choreographic principles and structures. **Clarifications:** e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution
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. **Clarifications:** e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)
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. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
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. **Clarifications:** e.g., on the counts, fill the music
DA.68.S.3.6:	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements. **Clarifications:** e.g., resistance, energy, time, focus
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:	• Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.

ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.8.C.1.4:	Investigate strategies to reduce or prevent injuries and other adolescent health problems. **Clarifications:** Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.

General Course Information and Notes

VERSION 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.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300030

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE 4
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance Celebration for Students of Mixed Mobilities (#0300090) 2015 - 2022 (current)

Course Standards

Name	Description
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.
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. **Clarifications:** e.g., self, peer, teacher
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.F.1.1:	Interpret and respond to works by master choreographers who have used innovative technology and integrated information from non-dance content areas. **Clarifications:** e.g., Merce Cunningham, Elizabeth Streb, Alwin Nikolais, Pilobolus
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.2:	Identify local or regional resources to understand their importance to dancers. **Clarifications:** e.g., private dance studios, scholarships, dance companies
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.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
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.
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.
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. **Clarifications:** e.g., body, energy/effort, space, time, relationships
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.
DA.68.O.3.1:	Express concrete and abstract concepts through dance.
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
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. **Clarifications:** e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
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. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
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. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery

DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
DA.68.S.3.6:	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements. **Clarifications:** e.g., resistance, energy, time, focus
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.
LAFS.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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. **Standard Relation to Course: Supporting**
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300090

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE MIX MOBIL
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance Celebration for Students of Mixed Mobilities (#0300090) 2022 - And Beyond

Course Standards

Name	Description
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.
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. **Clarifications:** e.g., self, peer, teacher
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.F.1.1:	Interpret and respond to works by master choreographers who have used innovative technology and integrated information from non-dance content areas. **Clarifications:** e.g., Merce Cunningham, Elizabeth Streb, Alwin Nikolais, Pilobolus
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.2:	Identify local or regional resources to understand their importance to dancers. **Clarifications:** e.g., private dance studios, scholarships, dance companies
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.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
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.
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.
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. **Clarifications:** e.g., body, energy/effort, space, time, relationships
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.
DA.68.O.3.1:	Express concrete and abstract concepts through dance.
DA.68.O.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
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. **Clarifications:** e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
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. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
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. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery

	Perform, using dance technique, with musical accuracy and expression.
DA.68.S.3.4:	**Clarifications:** e.g., on the counts, fill the music
	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements.
DA.68.S.3.6:	**Clarifications:** e.g., resistance, energy, time, focus
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300090

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE MIX MOBIL
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Introduction to Dance Techniques (#0300100) 2015 - 2022

(current)

Course Standards

Name	Description
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. **Clarifications:** e.g., in a classroom, master class, rehearsal, audition
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. **Clarifications:** e.g., self, peer, teacher
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
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.
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
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.
DA.68.O.1.1:	Compare characteristics of two dance forms. **Clarifications:** e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.1.4:	Explain the order and purpose of a logical and healthful dance class. **Clarifications:** e.g., warm-ups, progressions, phrase work
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.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.1:	Explore dance phrases to investigate choreographic principles and structures. **Clarifications:** e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution
DA.68.S.1.3:	Analyze the possibilities and limitations of the body through short dance sequences. **Clarifications:** e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
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. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
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. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
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.
	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.

LAFS.6.SL.1.1:	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

GENERAL NOTES

Students develop dance technique and movement vocabulary in one 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 of 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.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300100

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General > **Abbreviated Title:** M/J INTRO DANCE TECH

Number of Credits: Multiple credits

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Introduction to Dance Techniques (#0300100) 2022 - And Beyond

Course Standards

Name	Description
DA.68.C.1.2:	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. **Clarifications:** e.g., in a classroom, master class, rehearsal, audition
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. **Clarifications:** e.g., self, peer, teacher
DA.68.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
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.
DA.68.H.1.3:	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. **Clarifications:** e.g., production design, costume design, performance recordings, music licensing
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.
DA.68.O.1.1:	Compare characteristics of two dance forms. **Clarifications:** e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
DA.68.O.1.2:	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
DA.68.O.1.4:	Explain the order and purpose of a logical and healthful dance class. **Clarifications:** e.g., warm-ups, progressions, phrase work
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.3.5:	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
DA.68.S.1.1:	Explore dance phrases to investigate choreographic principles and structures. **Clarifications:** e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution
DA.68.S.1.3:	Analyze the possibilities and limitations of the body through short dance sequences. **Clarifications:** e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)
DA.68.S.1.4:	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. **Clarifications:** e.g., counter-balance, weight-share, line, opposition, mirroring, unison
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. **Clarifications:** e.g., rotation of the leg in plié to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. **Clarifications:** e.g., repetition, revision, refinement
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. **Clarifications:** e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. **Clarifications:** e.g., on the counts, fill the music
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.
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task.

- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	• Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems. **Clarifications:** Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

General Course Information and Notes

GENERAL NOTES

Students develop dance technique and movement vocabulary in one 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 of 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.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300100

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General > **Abbreviated Title:** M/J INTRO DANCE TECH

Number of Credits: Multiple credits

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

M/J Dance Transfer (#0300220) 2015 - 2022 (current)

Course Standards

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0300220

Course Status: Course Approved

Grade Level(s): 6,7,8

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: M/J DANCE TRAN

Course Length: Year (Y)

Course Level: 2

M/J Dance Transfer (#0300220) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
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ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0300220

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: M/J DANCE TRAN
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

World Dance (#0300300) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., journal entries, discussion
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
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. **Clarifications:** e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
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. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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.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.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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
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.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
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. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.

DA.912.O.2.2:	**Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., arabesque, lateral T, jazz hands
LAFS.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.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **Standard Relation to Course: Supporting**
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.
LAFS.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.
LAFS.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.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
	Look for and make use of structure.

MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.1.5:	Analyze music within cultures to gain understanding of authentic performance practices.
PE.912.C.2.5:	Analyze the relationship between music and dance.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >
Abbreviated Title: WORLD DANCE

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

World Dance (#0300300) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., journal entries, discussion
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
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. **Clarifications:** e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
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. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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.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.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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
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.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
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. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.

DA.912.O.2.2:	**Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., arabesque, lateral T, jazz hands
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others.

MA.K12.MTR.4.1:	• Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and

	beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.1.5:	Analyze music within cultures to gain understanding of authentic performance practices.
PE.912.C.2.5:	Analyze the relationship between music and dance.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: WORLD DANCE

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Introduction to Dance (#0300305) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., journal entries, discussion
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
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.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.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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
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.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
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. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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. **Clarifications:** e.g., stage directions, lighting, equipment
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. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
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.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.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.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10

LAFS.910.SL.1.1:	topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.
LAFS.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.
LAFS.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.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.1.5:	Analyze music within cultures to gain understanding of authentic performance practices.
PE.912.C.2.5:	Analyze the relationship between music and dance.

General Course Information and Notes

GENERAL NOTES

Students in this semester-long, entry-level courses, designed for those having no prior dance instruction, learn introductory information regarding:

1. the role of dance(s) in history and culture;
2. a variety of dance styles, which may include modern, ballet, jazz, folk, tap, hip-hop and various world dance styles; and,
3. the body, major bone and muscle groups, how they function in dance movements, and the importance f proper health and nutrition.

Students will apply requisite knowledge via exploration and performance of various styles. 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 of 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 a outside source.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300305

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: INTRO TO DANCE

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Introduction to Dance (#0300305) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., journal entries, discussion
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
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.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.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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
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.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
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. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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. **Clarifications:** e.g., stage directions, lighting, equipment
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. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

	Clarifications: Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.H.1.5:	Analyze music within cultures to gain understanding of authentic performance practices.
PE.912.C.2.5:	Analyze the relationship between music and dance.

General Course Information and Notes

GENERAL NOTES

Students in this semester-long, entry-level courses, designed for those having no prior dance instruction, learn introductory information regarding:

1. the role of dance(s) in history and culture;

2. a variety of dance styles, which may include modern, ballet, jazz, folk, tap, hip-hop and various world dance styles; and,
3. the body, major bone and muscle groups, how they function in dance movements, and the importance f proper health and nutrition.

Students will apply requisite knowledge via exploration and performance of various styles. 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 of 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 a outside source.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300305

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: INTRO TO DANCE

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 1 (#0300310) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., time management, refining dance steps, research
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.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. **Clarifications:** e.g., Swan Lake, Serenade, West Side Story, Revelations
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.
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. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
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. **Clarifications:** e.g., rise, one foot to two feet, hand
LAFS.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.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

	Standard Relation to Course: Supporting
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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.

General Course Information and Notes

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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TECNQS 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 1 (#0300310) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., time management, refining dance steps, research
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.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. **Clarifications:** e.g., Swan Lake, Serenade, West Side Story, Revelations
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.
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. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
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. **Clarifications:** e.g., rise, one foot to two feet, hand
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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.

General Course Information and Notes

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TECNQS 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 2 (#0300320) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
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.
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.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
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.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
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.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
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. **Clarifications:** e.g., arabesque, lateral T, jazz hands
LAFS.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.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10

LAFS.910.SL.1.1:	topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **Standard Relation to Course: Supporting**
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
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.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

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.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TECHNQS 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 2 (#0300320) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
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.
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.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
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.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
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.S.1.4:	Create dance studies using dance vocabulary and innovative movement.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
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. **Clarifications:** e.g., arabesque, lateral T, jazz hands
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task.

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.

MA.K12.MTR.6.1:	• Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
	Predict how healthy behaviors can affect health status.

HE.912.C.1.1:	**Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
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.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TECHNQS 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 3 Honors (#0300330) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., journal entries, discussion
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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
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. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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.
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.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
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. **Clarifications:** e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
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. **Clarifications:** e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
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.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
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. **Clarifications:** e.g., arabesque, lateral T, jazz hands
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.
LAFS.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.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.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 of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.

LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **Standard Relation to Course: Supporting**
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

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.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TECHNQS 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 3 Honors (#0300330) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., journal entries, discussion
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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
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. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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.
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.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
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. **Clarifications:** e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
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. **Clarifications:** e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
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.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
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. **Clarifications:** e.g., arabesque, lateral T, jazz hands
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve.

- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"

	• Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
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Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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GENERAL INFORMATION

Course Number: 0300330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TECHNQS 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 4 Honors (#0300334) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., journal entries, discussion
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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
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. **Clarifications:** e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
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. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.3:	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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.

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. **Clarifications:** e.g., Swan Lake, Serenade, West Side Story, Revelations
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.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
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. **Clarifications:** e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
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. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
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. **Clarifications:** e.g., purposes of warm-ups, progressions, phrase work
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. **Clarifications:** e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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. **Clarifications:** e.g., accommodations for: environment, space, dancers with special needs, levels of ability, site specifics
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. **Clarifications:** e.g., notes, video, Labanotation
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
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.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
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. **Clarifications:** e.g., arabesque, lateral T, jazz hands
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.
LAFS.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.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **Standard Relation to Course: Supporting**
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.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 of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
	Look for and make use of structure.

MAFS.K12.MP.7.1:	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
	Standard Relation to Course: Supporting
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.
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.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.H.2.5:	Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

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.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300334

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TECHNQS 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course
Course Level: 3
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Techniques 4 Honors (#0300334) 2022 - And Beyond

Course Standards

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DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
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.
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.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.H.2.5:	Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

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.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300334

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TECHNQS 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Celebration for Students of Mixed Mobilities (#0300338) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., journal entries, discussion
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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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.
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
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. **Clarifications:** e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
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. **Clarifications:** e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
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. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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.
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.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.
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.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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. **Clarifications:** e.g., notes, video, Labanotation
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
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.
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
LAFS.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.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **Standard Relation to Course: Supporting**
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.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.
LAFS.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.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: DANCE MIX MOBIL

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Celebration for Students of Mixed Mobilities (#0300338) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., journal entries, discussion
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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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.
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
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. **Clarifications:** e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
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. **Clarifications:** e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
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. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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.
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.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.
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.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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. **Clarifications:** e.g., notes, video, Labanotation
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
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.
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses.

	• Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: DANCE MIX MOBIL

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 1 (#0300340) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
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. **Clarifications:** e.g., time management, refining dance steps, research
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.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
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. **Clarifications:** e.g., stage directions, lighting, equipment
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. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
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. **Clarifications:** e.g., rise, one foot to two feet, hand
LAFS.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.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **Standard Relation to Course: Supporting**
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.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.
LAFS.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.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

MAFS.K12.MP.5.1:	might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: BALLET 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 1 (#0300340) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
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. **Clarifications:** e.g., time management, refining dance steps, research
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.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
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. **Clarifications:** e.g., stage directions, lighting, equipment
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. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
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. **Clarifications:** e.g., rise, one foot to two feet, hand
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: BALLET 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 2 (#0300350) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
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. **Clarifications:** e.g., time management, refining dance steps, research
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.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
DA.912.S.3.10:	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
LAFS.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.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **Standard Relation to Course: Supporting**
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.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.

LAFS.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.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
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.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting

document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: BALLET 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 2 (#0300350) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
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. **Clarifications:** e.g., time management, refining dance steps, research
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.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
DA.912.S.3.10:	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
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.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: BALLET 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 3 (#0300360) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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.
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
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.
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.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.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:**

	e.g., rise, one foot to two feet, hand
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.
LAFS.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.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **Standard Relation to Course: Supporting**
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.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 of formal and informal tasks.
LAFS.1112.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.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
	Propose strategies to reduce or prevent injuries and health problems.

HE.912.C.1.4:	**Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: BALLET 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 3 (#0300360) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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.
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
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.
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.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.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:**

	e.g., rise, one foot to two feet, hand
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

	• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.

PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >
Abbreviated Title: BALLET 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 4 Honors (#0300370) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., journal entries, discussion
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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.3.3:	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
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.
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.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.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
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.
LAFS.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.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **Standard Relation to Course: Supporting**
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.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 of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully

	formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. **Clarifications:** e.g., physical, vocal, emotional

General Course Information and Notes

VERSION 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.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:**

General >

Abbreviated Title: BALLET 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Ballet 4 Honors (#0300370) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., journal entries, discussion
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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.3.3:	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
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.
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.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.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

	• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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. **Clarifications:** e.g., physical, vocal, emotional

General Course Information and Notes

VERSION 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.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: BALLET 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Choreography/Performance 1 (#0300380) 2015 - 2022

(current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., journal entries, discussion
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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.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. **Clarifications:** e.g., Swan Lake, Serenade, West Side Story, Revelations
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.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
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. **Clarifications:** e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté

DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
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. **Clarifications:** e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
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.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.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 of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.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.
LAFS.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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.4:	Choreograph complex dance sequences individually, with a partner or in a small group.
PE.912.C.2.5:	Analyze the relationship between music and dance.
PE.912.M.1.6:	Select appropriate music for dance forms and choreograph dance movements to music.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other

	mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 0300380

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE CHOR PERF 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Choreography/Performance 1 (#0300380) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., journal entries, discussion
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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.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. **Clarifications:** e.g., Swan Lake, Serenade, West Side Story, Revelations
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.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
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. **Clarifications:** e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation

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. **Clarifications:** e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
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.
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.6:	Use resistance, energy, time, and focus to vary expression and intent.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:	• Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.4:	Choreograph complex dance sequences individually, with a partner or in a small group.
PE.912.C.2.5:	Analyze the relationship between music and dance.
PE.912.M.1.6:	Select appropriate music for dance forms and choreograph dance movements to music.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: DANCE CHOR PERF 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Choreography/Performance 2 Honors (#0300390) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
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. **Clarifications:** e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
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. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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. **Clarifications:** e.g., tech a show, direct a work, choreograph, create show program, market, photograph/video, design costumes
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.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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
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.
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. **Clarifications:** e.g., other performing and visual artists, inventors, scientists

DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
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. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
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. **Clarifications:** e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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. **Clarifications:** e.g., accommodations for: environment, space, dancers with special needs, levels of ability, site specifics
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. **Clarifications:** e.g., notes, video, Labanotation
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
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.
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.
LAFS.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.
LAFS.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.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **Standard Relation to Course: Supporting**
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.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 of formal and informal tasks.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.

LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.4:	Choreograph complex dance sequences individually, with a partner or in a small group.
PE.912.C.2.5:	Analyze the relationship between music and dance.
PE.912.M.1.6:	Select appropriate music for dance forms and choreograph dance movements to music.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

General Course Information and Notes

VERSION 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.

GENERAL NOTES

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.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: DANCE CHOR PERF 2 H

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Choreography/Performance 2 Honors (#0300390) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
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. **Clarifications:** e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
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. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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. **Clarifications:** e.g., tech a show, direct a work, choreograph, create show program, market, photograph/video, design costumes
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.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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
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.
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. **Clarifications:** e.g., other performing and visual artists, inventors, scientists

DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
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. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
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. **Clarifications:** e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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. **Clarifications:** e.g., accommodations for: environment, space, dancers with special needs, levels of ability, site specifics
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. **Clarifications:** e.g., notes, video, Labanotation
DA.912.O.3.5:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
DA.912.S.1.2:	Generate choreographic ideas through improvisation and physical brainstorming.
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.
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses.

	• Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.4:	Choreograph complex dance sequences individually, with a partner or in a small group.
PE.912.C.2.5:	Analyze the relationship between music and dance.
PE.912.M.1.6:	Select appropriate music for dance forms and choreograph dance movements to music.
PE.912.M.1.8:	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.8:	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. **Clarifications:** e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

General Course Information and Notes

VERSION 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.

GENERAL NOTES

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.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: DANCE CHOR PERF 2 H

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 1 (#0300400) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
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.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, 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.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
LAFS.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.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **Standard Relation to Course: Supporting**
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,

MAFS.K12.MP.5.1:	concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain 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 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.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300400

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE REPERT 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 1 (#0300400) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
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.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, 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.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts.

- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.

	• Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. **Clarifications:** e.g., listening maps, active listening, checklists
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION DESCRIPTION

Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain 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 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.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300400

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE REPERT 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 2 (#0300410) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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.
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
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.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
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. **Clarifications:** e.g., stage directions, lighting, equipment
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
LAFS.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.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.SL.1.1:	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **Standard Relation to Course: Supporting**
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: DANCE REPERT 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 2 (#0300410) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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.
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.F.3.6:	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
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.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
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. **Clarifications:** e.g., stage directions, lighting, equipment
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task.

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.

MA.K12.MTR.6.1:	• Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: DANCE REPERT 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 3 Honors (#0300420) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
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. **Clarifications:** e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
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. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
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.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
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. **Clarifications:** e.g., other performing and visual artists, inventors, scientists
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté

DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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. **Clarifications:** e.g., stage directions, lighting, equipment
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. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
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.
LAFS.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.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **Standard Relation to Course: Supporting**
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.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 of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.
LAFS.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.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully

	formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

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.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300420

Number of Credits: One (1) credit

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE REPERT 3 HON
Course Length: Year (Y)
Course Attributes:

- Honors

Course Type: Core Academic Course
Course Level: 3
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 3 Honors (#0300420) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
DA.912.C.2.3:	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
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. **Clarifications:** e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
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. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
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.H.1.3:	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
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. **Clarifications:** e.g., other performing and visual artists, inventors, scientists
DA.912.H.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté

DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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. **Clarifications:** e.g., stage directions, lighting, equipment
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. **Clarifications:** e.g., repetition, revision, refinement, focus
DA.912.S.2.4:	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.8:	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. **Clarifications:** e.g., arabesque, lateral T, jazz hands
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:	• Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.

ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

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.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: DANCE REPERT 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 4 Honors (#0300430) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., journal entries, discussion
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.
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
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. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.3:	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
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.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.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. **Clarifications:** e.g., other performing and visual artists, inventors, scientists
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille

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. **Clarifications:** e.g., stage directions, lighting, equipment
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
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. **Clarifications:** e.g., arabesque, lateral T, jazz hands
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.
LAFS.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.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **Standard Relation to Course: Supporting**
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.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 of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.
LAFS.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.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

	Standard Relation to Course: Supporting
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: DANCE REPERT 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Repertory 4 Honors (#0300430) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., journal entries, discussion
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.
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
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. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
DA.912.F.3.3:	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. **Clarifications:** e.g., attire, etiquette, professional presentation, technique, conditioning
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
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.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.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. **Clarifications:** e.g., other performing and visual artists, inventors, scientists
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille

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. **Clarifications:** e.g., stage directions, lighting, equipment
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
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. **Clarifications:** e.g., arabesque, lateral T, jazz hands
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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:	• Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
	Make inferences to support comprehension.

ELA.K12.EE.3.1:	**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
TH.912.C.2.7:	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

General Course Information and Notes

VERSION 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.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: DANCE REPERT 4 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance History and Aesthetics 1 (#0300450) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., journal entries, discussion
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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. **Clarifications:** e.g., Swan Lake, Serenade, West Side Story, Revelations
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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
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.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
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.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
LAFS.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.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **Standard Relation to Course: Supporting**
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.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.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.C.2.5:	Analyze the relationship between music and dance.

General Course Information and Notes

VERSION DESCRIPTION

Students study the global origins and influences of dance forms and styles of the 20th and 21st 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.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: DANCE HIST/AESTH 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance History and Aesthetics 1 (#0300450) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., journal entries, discussion
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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. **Clarifications:** e.g., Swan Lake, Serenade, West Side Story, Revelations
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. **Clarifications:** e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
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.3.2:	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. **Clarifications:** e.g., literature, theatre, program music
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
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.2.2:	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. **Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
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.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations.

- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

MA.K12.MTR.4.1:

- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:

- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.

	• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
MA.K12.MTR.7.1:	**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.C.2.5:	Analyze the relationship between music and dance.

General Course Information and Notes

VERSION DESCRIPTION

Students study the global origins and influences of dance forms and styles of the 20th and 21st 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.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

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:** General >

Abbreviated Title: DANCE HIST/AESTH 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Kinesiology and Somatics 1 (#0300480) 2015 - 2022 (current)

Course Standards

Name	Description
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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.
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. **Clarifications:** e.g., time management, refining dance steps, research
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. **Clarifications:** e.g., synchronous virtual performance, visual projections, motion-response technology, lighting
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
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. **Clarifications:** e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
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. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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.
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.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.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. **Clarifications:** e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
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. **Clarifications:** e.g., purposes of warm-ups, progressions, phrase work
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.S.1.3:	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.2.2:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. **Clarifications:** e.g., repetition, revision, refinement, focus
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. **Clarifications:** e.g., rise, one foot to two feet, hand
LAFS.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.
LAFS.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.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **Standard Relation to Course: Supporting**
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.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 of formal and informal tasks.
LAFS.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.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
SC.912.L.14.14:	Identify the major bones of the axial and appendicular skeleton.

General Course Information and Notes

VERSION 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.

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GENERAL INFORMATION

Course Number: 0300480

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE KINE/SOMAT 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Kinesiology and Somatics 1 (#0300480) 2022 - And Beyond

Course Standards

Name	Description
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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. **Clarifications:** e.g., rise, one foot to two feet, hand
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
SC.912.L.14.14:	Identify the major bones of the axial and appendicular skeleton.

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Abbreviated Title: DANCE KINE/SOMAT 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

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Dance (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Dance (#0300650) 2015 - 2022 (current)

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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. **Clarifications:** e.g., journal entries, discussion
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.
DA.912.C.2.1:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. **Clarifications:** e.g., improvisation, trial and error, collaboration
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. **Clarifications:** e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
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.
DA.912.C.3.1:	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. **Clarifications:** e.g., use of movements, elements, principles of design, lighting, costumes, music
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. **Clarifications:** e.g., time management, refining dance steps, research
DA.912.F.1.1:	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. **Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil
DA.912.F.1.3:	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
DA.912.F.2.2:	Investigate local, regional, state, national, and global resources to support dance-related work and study. **Clarifications:** e.g., cultural organizations, private dance studios, grants, scholarships, job-search services
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. **Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment
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. **Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
DA.912.F.3.7:	Create and follow a plan to meet deadlines for projects to show initiative and self-direction. **Clarifications:** e.g., collaboration, scheduling, accountability, follow-through
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.
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.
	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.

DA.912.H.3.2:	**Clarifications:** e.g., literature, theatre, program music
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. **Clarifications:** e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
DA.912.H.3.5:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.2:	Apply standards of class and performance etiquette consistently to attain optimal working conditions. **Clarifications:** e.g., appropriate attire, professional respect, traditions, procedures
DA.912.O.1.3:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. **Clarifications:** e.g., tendu-dégagé-grand battement-grand jeté
DA.912.O.1.5:	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. **Clarifications:** e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
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. **Clarifications:** e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
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. **Clarifications:** e.g., stage directions, lighting, equipment
DA.912.S.1.1:	Synthesize a variety of choreographic principles and structures to create a dance. **Clarifications:** e.g., unity, variety, contrast, repetition, transition
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.
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. **Clarifications:** e.g., repetition, revision, refinement, focus
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.
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. **Clarifications:** e.g., on the counts, fill the music, emulate musical nuance
DA.912.S.3.5:	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. **Clarifications:** e.g., rise, one foot to two feet, hand
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. **Clarifications:** e.g., arabesque, lateral T, jazz hands
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.
LAFS.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.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a

	topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **Standard Relation to Course: Supporting**
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.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 of formal and informal tasks.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.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.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
MAFS.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course: Supporting**
MAFS.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course: Supporting**
MAFS.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course: Supporting**
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION 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 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.

GENERAL NOTES

Special Note. *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".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.
https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**
Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300650

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: FL PRE-IB DANCE

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Dance (#0300650) 2022 - And Beyond

Course Standards

Name	Description
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. **Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
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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.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

	Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.2:	Apply terminology and etiquette in dance.
PE.912.C.2.3:	Analyze the movement performance of self and others. **Clarifications:** Some examples are video analysis and checklist.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.M.1.7:	Perform advanced dance sequences from a variety of dances accurately. **Clarifications:** Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
HE.912.C.1.1:	Predict how healthy behaviors can affect health status. **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental

	screenings; regular physical activity, and workplace safety.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. **Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION 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 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.

GENERAL NOTES

Special Note. *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".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.
https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**
Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300650

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:**

General >

Abbreviated Title: FL PRE-IB DANCE

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

International Baccalaureate Dance 1 (#0300655) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
http://www.ibo.org/en/programmes/

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300655

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: IB DANCE 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

International Baccalaureate Dance 2 (#0300660) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
http://www.ibo.org/en/programmes/

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300660

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: IB DANCE 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

International Baccalaureate Dance 3 (#0300670) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
http://www.ibo.org/en/programmes/

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300670

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: IB DANCE 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Pre-Advanced Placement Dance (#0300700) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at https://pre-ap.collegeboard.org/courses.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 0300700

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: PRE-AP DANCE

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)

Dance Transfer (#0300990) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 0300990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >
Abbreviated Title: DANCE TRAN
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Dance Transfer (#0300990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL NOTES

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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 0300990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Dance > **SubSubject:** General >

Abbreviated Title: DANCE TRAN

Course Length: Not Applicable

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12