## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA.K.C.1.1</td>
<td>Associate and identify words of action or feeling with watching or performing simple dances.</td>
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<td>DA.K.C.1.2</td>
<td>Perform creative movement in a specific order.</td>
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<td>Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes.</td>
</tr>
<tr>
<td>DA.K.C.1.4</td>
<td>Clarifications: e.g., turtle: slow; rabbit: fast</td>
</tr>
<tr>
<td>DA.K.C.2.1</td>
<td>Express preferences from among a teacher-selected set of dances.</td>
</tr>
<tr>
<td>DA.K.C.2.2</td>
<td>Clarifications: e.g., teacher-chosen dances presented live or on video, dancing games, simple dances students have already learned</td>
</tr>
<tr>
<td>DA.K.F.1.1</td>
<td>Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination.</td>
</tr>
<tr>
<td>DA.K.F.1.2</td>
<td>Clarifications: e.g., scarves, long ribbons, soft fabric squares and rectangles</td>
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<tr>
<td>DA.K.F.2.1</td>
<td>Follow classroom instructions given by the teacher.</td>
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<td>DA.K.H.1.1</td>
<td>Dance to music from a wide range of cultures.</td>
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<td>DA.K.O.2.1</td>
<td>Improvise a short dance phrase with a clear beginning and ending.</td>
</tr>
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<td>Clarifications: e.g., twist, bend, swing, bounce, freeze</td>
</tr>
<tr>
<td>DA.K.O.3.1</td>
<td>Use movement to express a feeling, idea, or story.</td>
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<td>DA.K.O.3.2</td>
<td>Respond to a dance through movement and words.</td>
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<td>DA.K.S.1.1</td>
<td>Discover movement through exploration, creativity, and imitation.</td>
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<td>Clarifications: e.g., use of space, tempo, level, direction</td>
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<td>DA.K.S.1.3</td>
<td>Discover new ways to move by using imitation and imagery.</td>
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<td>Clarifications: e.g., animals, swaying trees, falling snow</td>
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<td>Follow classroom directions.</td>
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<td>Refine gross- and fine-locomotor skills through repetition.</td>
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<td>Move to various musical and rhythmic accompaniments, responding to changes in tempo and dynamics.</td>
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<tr>
<td>MAF.S.K.CC.1.1</td>
<td>Count to 100 by ones and by tens.</td>
</tr>
<tr>
<td>MAF.S.K.CC.1.2</td>
<td>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</td>
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<tr>
<td>MAF.S.K.CC.1.3</td>
<td>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).</td>
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<tr>
<td>MAF.S.K.CC.1.4</td>
<td>Use appropriate tools strategically.</td>
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<tr>
<td>MAF.S.K2.CC.5.1</td>
<td>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.</td>
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<tr>
<td>MAF.S.K2.CC.5.2</td>
<td>Attend to precision.</td>
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<tr>
<td>MAF.S.K2.CC.5.3</td>
<td>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.</td>
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</table>
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 $7 \times 8$ 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 $2 \times 7$ 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 $5 - (x - y)^2$ 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 $y$.

**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:
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<tr>
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<td>Primary Education</td>
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<tr>
<td>Dance</td>
<td>(Elementary and Secondary Grades K-12)</td>
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<tr>
<td>Prekindergarten/Primary Education</td>
<td>(Age 3 through Grade 3)</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>(Grades K-6)</td>
</tr>
<tr>
<td>Physical Education</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>(Grades K-8)</td>
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**Course Information**

- **Course Number:** 5003010
- **Course Path:** Section: Grades PreK to 12 Education
- **Course Status:** Course Approved
- **Grade Level(s):** K

**Course Details**

- **Abbreviated Title:** DANCE - GRADE K
- **Course Length:** Year (Y)

*Any field when certification reflects a bachelor or higher degree.*
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**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:**

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

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:**

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<tr>
<td>- Help students make connections between concepts and representations.</td>
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<tr>
<td>- Provide opportunities for students to use manipulatives when investigating concepts.</td>
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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.

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.

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.

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.

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.

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.
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.1.1:**
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.2.1:**
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.3.1:**
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.4.1:**
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.5.1:**
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.

**ELA.K12.EE.6.1:**
Recognize locomotor skills.

**Clarifications:**
- Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.

**PE.K.C.1.1:**
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.

**Clarifications:**
- e.g., locomotor and non-locomotor movement, body levels

**MU.K.O.1.1:**
Respond to beat, rhythm, and melodic line through imitation.

**ELD.K12.ELL.ST.1:**
English language learners communicate for social and instructional purposes within the school setting.

**Clarifications:**
- Recognize healthy behaviors.

**HE.K.C.1.1:**
Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.

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**General Course Information and Notes**

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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 EE 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://cpalmsmedia.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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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

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</tbody>
</table>
Identify feelings resulting from participation in physical activity.

Identify the benefits of learning new movement skills.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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: Ask and answer questions about what a speaker says in order to gather information.
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.

Use appropriate tools strategically.


Paraphrase: 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 peers and adults in small and larger groups.

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 peers and adults in small and larger groups.
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

<table>
<thead>
<tr>
<th>Certification</th>
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</thead>
<tbody>
<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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<tr>
<td>Primary Education (K-3)</td>
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<tr>
<td>Dance (Elementary and Secondary Grades K-12)</td>
</tr>
<tr>
<td>Prekindergarten/Primary Education (Age 3 through Grade 3)</td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
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<tr>
<td>Physical Education (Grades K-8)</td>
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<tr>
<td>Physical Education (Elementary Grades 1-6)</td>
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<tr>
<td>Physical Education (Elementary and Secondary Grades K-12)</td>
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</tbody>
</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>DA.1.C.1.1</td>
<td>Identify and respond to the feelings expressed in movement pieces.</td>
</tr>
<tr>
<td>DA.1.C.1.2</td>
<td>Repeat simple movements from verbal cueing.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., “right foot front,” “arms to the side”</td>
</tr>
<tr>
<td>DA.1.C.1.2</td>
<td>Make movement choices, using one or more given elements, to complete a short phrase.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., levels, tempos, directions, energy</td>
</tr>
<tr>
<td>DA.1.C.3.1</td>
<td>Share personal opinions on selected movement pieces, recognizing that individual opinions often vary.</td>
</tr>
<tr>
<td>DA.1.F.1.1</td>
<td>Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., scarves, long ribbons, soft fabric squares and rectangles</td>
</tr>
<tr>
<td>DA.1.F.1.2</td>
<td>Follow directions given by the teacher or by peers in small groups.</td>
</tr>
<tr>
<td>DA.1.H.1.1</td>
<td>Practice children's dances from around the world.</td>
</tr>
<tr>
<td>DA.1.H.3.1</td>
<td>Perform movement that infuses music, language, and numbers.</td>
</tr>
<tr>
<td>DA.1.O.1.1</td>
<td>Experiment with given elements to develop knowledge of their characteristics.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., fast/slow, big/small, smooth/sharp, curved/straight</td>
</tr>
<tr>
<td>DA.1.O.1.2</td>
<td>Demonstrate awareness of expectations in class and at informal performances.</td>
</tr>
<tr>
<td>DA.1.O.2.1</td>
<td>Select and apply a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase.</td>
</tr>
<tr>
<td>DA.1.O.3.1</td>
<td>Create movement phrases to express a feeling, idea, or story.</td>
</tr>
<tr>
<td>DA.1.O.3.2</td>
<td>Use accurate dance terminology to describe specified movements and shapes.</td>
</tr>
<tr>
<td>DA.1.S.1.1</td>
<td>Discover movement through exploration, creativity, self-discovery, and experimentation in dance.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., curved, straight, bent, crooked</td>
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<tr>
<td>DA.1.S.1.2</td>
<td>Explore how body parts move by using imitation and imagery.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., elbow circles: turn a crank; flex/point: gas peddle</td>
</tr>
<tr>
<td>DA.1.S.2.1</td>
<td>Listen attentively and follow directions when learning movement skills and sequences.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., clapping, visual or verbal cue</td>
</tr>
<tr>
<td>DA.1.S.2.2</td>
<td>Practice simple dance sequences with assistance.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., shake right hand, shake left hand</td>
</tr>
<tr>
<td>DA.1.S.2.3</td>
<td>Repeat simple body movements to strengthen and stretch the body.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., bend front and side, jump, hop</td>
</tr>
<tr>
<td>DA.1.S.3.1</td>
<td>Practice moving body parts in and through space to develop coordination.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., arms with legs, up/down, forward/backward, skipping with arm swings</td>
</tr>
<tr>
<td>DA.1.S.3.2</td>
<td>Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., verbalized rhythm transferred to the feet</td>
</tr>
<tr>
<td>DA.1.S.3.3</td>
<td>Explore, manipulate, and manage concepts of personal and general space by moving in different levels and directions.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>Mathematicsists who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
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<tr>
<td></td>
<td>• Ask questions that will help with solving the task.</td>
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<tr>
<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<tr>
<td></td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<tr>
<td></td>
<td>• Help and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>• Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td></td>
<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
</tbody>
</table>
- 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 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.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.
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.

CLAIRIFICATIONS:
- 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.

CLAIRIFICATIONS:
- Students will use the terms and apply them in 2nd grade and beyond.
- 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.
- 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.

ELA.K12.EE.1.1:

- Cite evidence to explain and justify reasoning.

CLAIRIFICATIONS:
- 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.

ELA.K12.EE.4.1:

- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

CLAIRIFICATIONS:
- 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.

CLAIRIFICATIONS:
- 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.

PE.1.C.2.1:

- Identify the critical elements of locomotor skills.

CLAIRIFICATIONS:
- 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.

CLAIRIFICATIONS:
- 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.

CLAIRIFICATIONS:
- 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.

TH.1.1.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.
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)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
</table>
| 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 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 dances 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.O.3.3: | 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.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. |
| 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.2.1: | Identify safety rules and procedures for selected physical activities.  
**Clarifications:**  
e.g., body, effort/energy, space, time, groups, solos, names of steps |
| PE.2.C.2.2: | 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:**  
e.g., body, effort/energy, space, time, groups, solos, names of steps |
### Discuss the relationship between skill competence and enjoyment.

#### MAFS.K12.MP.5.1:

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:

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:

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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 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**

### 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.*
### Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
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<tbody>
<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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<tr>
<td>Primary Education (K-3)</td>
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<tr>
<td>Dance (Elementary and Secondary Grades K-12)</td>
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<td>Prekindergarten/Primary Education (Age 3 through Grade 3)</td>
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<td>Elementary Education (Grades K-6)</td>
</tr>
<tr>
<td>Physical Education (Grades K-8)</td>
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<td>Physical Education (Elementary and Secondary Grades K-12)</td>
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<td>Physical Education (Elementary Grades 1-6)</td>
</tr>
</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>DA.2.C.1.1:</td>
<td>Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., body, effort/energy, space, time, groups, solos, names of steps</td>
</tr>
<tr>
<td>DA.2.C.1.2:</td>
<td>Demonstrate listening, observing, and following skills while learning dance movements; and perform them with the teacher and alone.</td>
</tr>
<tr>
<td>DA.2.C.1.3:</td>
<td>Express the meaning or feeling of a dance piece creatively, using pictures, symbols, and/or words.</td>
</tr>
<tr>
<td>DA.2.C.2.1:</td>
<td>Decide which of two movements will express a desired result.</td>
</tr>
<tr>
<td>DA.2.C.3.1:</td>
<td>Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology.</td>
</tr>
<tr>
<td>DA.2.F.1.1:</td>
<td>Create dances that interpret animals and storybook or other imagined characters.</td>
</tr>
<tr>
<td>DA.2.F.3.1:</td>
<td>Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.</td>
</tr>
<tr>
<td>DA.2.H.1.1:</td>
<td>Perform a variety of dances to explore their origins, cultures, and themes.</td>
</tr>
<tr>
<td>DA.2.H.3.1:</td>
<td>Create a dance phrase using numbers, shapes, and patterns.</td>
</tr>
<tr>
<td>DA.2.H.3.2:</td>
<td>Describe connections between creating in dance and creating in other content areas.</td>
</tr>
<tr>
<td>DA.2.O.1.1:</td>
<td>Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., body, action, space, time, energy, relationships</td>
</tr>
<tr>
<td>DA.2.O.1.2:</td>
<td>Change the feeling, meaning, or look of a movement phrase by altering the elements of dance.</td>
</tr>
<tr>
<td>DA.2.O.2.1:</td>
<td>Explore dance sequences by creating and imitating images that move through space.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., stretch, collapse, sustain</td>
</tr>
<tr>
<td>DA.2.O.2.2:</td>
<td>Follow body-part initiation through space to increase kinesthetic awareness.</td>
</tr>
<tr>
<td>DA.2.O.2.3:</td>
<td>Follow and repeat movement on opposite sides of the body.</td>
</tr>
<tr>
<td>DA.2.O.3.1:</td>
<td>Demonstrate basic movement through kinesthetic exploration.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., stretch, collapse, sustain</td>
</tr>
<tr>
<td>DA.2.O.3.2:</td>
<td>Perform bending and reaching exercises to increase strength, stamina, flexibility, and range of motion.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., feet/arms, cambre, side stretch, deep lunge, exercises of bend/reach</td>
</tr>
<tr>
<td>DA.2.S.1.1:</td>
<td>Replicate basic positions with clear body lines and correct alignment.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., lengthened torso, stretched legs, curved arms</td>
</tr>
<tr>
<td>DA.2.S.1.2:</td>
<td>Maintain a demonstrated rhythm in time to musical accompaniment.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Maintain balance in basic positions and in shifting weight through plie.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Recognize students' ability to analyze and problem solve.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
</tbody>
</table>
MA.K12.MTR.2.1: 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.

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.

* "Does this solution make sense? How do you know?" is an example of a question that challenges students to assess the reasonableness of their solutions.
• 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.

**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.1.1:**

**Clarifications:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Read and comprehend grade-level complex texts proficiently.**

**Clarifications:**
- 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.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.

**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.4.1:**

**Clarifications:**
- Use the accepted rules governing a specific format to create quality work.

**Use appropriate voice and tone when speaking or writing.**

**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.5.1:**

**Clarifications:**
- Students should name the text when they refer to it.

**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.2.2:**

**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:**

**Clarifications:**
- An example of the importance for warm-up activities is the prevention of injuries.

**PE.2.R.6.2:**

**Clarifications:**
- Discuss the relationship between skill competence and enjoyment.

**PE.2.R.6.3:**

**Clarifications:**
- Identify ways to contribute as a member of a cooperative group.

**VA.H.2.1.2:**

**Clarifications:**
- Distinguish between appropriate and inappropriate audience behavior.

**VA.2.S.1.3:**

**Clarifications:**
- Explore art from different time periods and cultures as sources for inspiration.

**ELD.K12.ELL.SI.1:**

**Clarifications:**
- English language learners communicate for social and instructional purposes within the school setting.

**Explain the ways that rules make the classroom, school, and community safer.**

**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.

**Create and sustain a character inspired by a class reading or activity.**

**Clarifications:**
- Create and sustain a character inspired by a class reading or activity.

**General Course Information and Notes**
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.

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**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

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**Educator Certifications**

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<tr>
<td>DA.3.C.1.1</td>
<td>Identify one or more elements and, using accurate dance terminology, discuss how they are used to shape a piece into a dance.</td>
</tr>
<tr>
<td>DA.3.C.1.2</td>
<td>Learn movement quickly and accurately through application of learning strategies.</td>
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<td><strong>Clarifications:</strong> e.g., associate words and mental images, create a narrative</td>
</tr>
<tr>
<td>DA.3.C.1.3</td>
<td>Identify and demonstrate changes made in various elements of a movement piece.</td>
</tr>
<tr>
<td>DA.3.C.1.4</td>
<td>Create dance sequences, based on expanded, everyday gestures and/or movements.</td>
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<td><strong>Clarifications:</strong> e.g., language arts: essay-writing</td>
</tr>
<tr>
<td>DA.3.C.1.5</td>
<td>Explain why focus and cooperation are important in class and performance.</td>
</tr>
<tr>
<td>DA.3.C.1.6</td>
<td>Perform safe practice exercises for increasing strength, flexibility, and range of motion.</td>
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<td><strong>Clarifications:</strong> e.g., write down steps and corrections, draw floor patterns, verbalize</td>
</tr>
<tr>
<td>DA.3.C.1.7</td>
<td>Demonstrate appropriate posture with strength in the abdomen and length in the spine.</td>
</tr>
<tr>
<td>DA.3.C.1.8</td>
<td>Identify the procedures and structures common to dance classes.</td>
</tr>
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<td></td>
<td><strong>Clarifications:</strong> e.g., body, action, space, time, energy, relationships</td>
</tr>
<tr>
<td>DA.3.C.1.9</td>
<td>Identify connections between the skills required to learn dance and the skills needed in other learning environments.</td>
</tr>
<tr>
<td>DA.3.C.2.1</td>
<td>Apply knowledge of basic elements of dance to identify examples in a dance piece.</td>
</tr>
<tr>
<td>DA.3.C.2.2</td>
<td>Share and apply feedback to improve the quality of dance movement.</td>
</tr>
<tr>
<td>DA.3.C.2.3</td>
<td>Relate how the elements of dance are applied in classwork to how they are used in dance pieces.</td>
</tr>
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<td><strong>Clarifications:</strong> e.g., pantomime, gestures</td>
</tr>
<tr>
<td>DA.3.C.2.4</td>
<td>Create and perform a dance, inspired by developmentally appropriate literature, stories, or poems, that has a beginning, middle, and end.</td>
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<td><strong>Clarifications:</strong> e.g., language arts: essay-writing</td>
</tr>
<tr>
<td>DA.3.C.2.5</td>
<td>Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.</td>
</tr>
<tr>
<td>DA.3.C.2.6</td>
<td>Discuss the roles that dance has played in various social, cultural, and folk traditions.</td>
</tr>
<tr>
<td>DA.3.C.2.7</td>
<td>Use accurate dance terminology to respond to and communicate about dance.</td>
</tr>
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<td></td>
<td><strong>Clarifications:</strong> e.g., pantomime, gestures</td>
</tr>
<tr>
<td>DA.3.C.2.8</td>
<td>Explore positive and negative space to increase kinesthetic awareness.</td>
</tr>
<tr>
<td>DA.3.C.2.9</td>
<td>Use learning strategies to remember movement between classes and rehearsals.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., write down steps and corrections, draw floor patterns, verbalize</td>
</tr>
<tr>
<td>DA.3.C.3.1</td>
<td>Create movement to express feelings, images, and stories.</td>
</tr>
<tr>
<td>DA.3.C.3.2</td>
<td>Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.</td>
</tr>
<tr>
<td>DA.3.C.3.3</td>
<td>Explore positive and negative space to increase kinesthetic awareness.</td>
</tr>
<tr>
<td>DA.3.C.3.4</td>
<td>Identify and demonstrate an understanding of the elements of time.</td>
</tr>
<tr>
<td>DA.3.C.3.5</td>
<td>Maintain center line of balance in place, in transfer of weight, and while changing levels.</td>
</tr>
<tr>
<td>DA.3.C.3.6</td>
<td>Execute a movement sequence, in and through space, with a specific expression.</td>
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<tr>
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<td><strong>Clarifications:</strong> e.g., associate words and mental images, create a narrative</td>
</tr>
<tr>
<td>DA.3.C.3.7</td>
<td>Rehearse movements and dance sequences to develop coordination and agility in muscular groups.</td>
</tr>
<tr>
<td>LAFS.3.L.1.3.6</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</td>
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<tr>
<td></td>
<td>d. Explain their own ideas and understanding in light of the discussion.</td>
</tr>
<tr>
<td>LAFS.3.L.1.1</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.3.L.1.2</td>
<td>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
</tr>
<tr>
<td>LAFS.3.L.1.3</td>
<td>Clarifications: e.g., associate words and mental images, create a narrative</td>
</tr>
</tbody>
</table>
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

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 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.

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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 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

**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)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA.3.C.1.1:</td>
<td>Identify one or more elements and, using accurate dance terminology, discuss how they are used to shape a piece into a dance.</td>
</tr>
<tr>
<td>DA.3.C.1.2:</td>
<td>Learn movement quickly and accurately through application of learning strategies. <strong>Clarifications:</strong> e.g., associate words and mental images, create a narrative</td>
</tr>
<tr>
<td>DA.3.C.1.3:</td>
<td>Identify and demonstrate changes made in various elements of a movement piece.</td>
</tr>
<tr>
<td>DA.3.C.2.1:</td>
<td>Apply knowledge of basic elements of dance to identify examples in a dance piece.</td>
</tr>
<tr>
<td>DA.3.C.2.2:</td>
<td>Share and apply feedback to improve the quality of dance movement.</td>
</tr>
<tr>
<td>DA.3.C.3.1:</td>
<td>Examine one element of a dance piece and judge how well it expressed or supported the given intent.</td>
</tr>
<tr>
<td>DA.3.F.1.1:</td>
<td>Create dance pieces that interpret characters from stories, poems, and other literature sources.</td>
</tr>
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<td>DA.3.F.3.1:</td>
<td>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.</td>
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<td>DA.3.H.1.1:</td>
<td>Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.</td>
</tr>
<tr>
<td>DA.3.H.2.1:</td>
<td>Discuss the roles that dance has played in various social, cultural, and folk traditions.</td>
</tr>
<tr>
<td>DA.3.H.3.1:</td>
<td>Create and perform a dance, inspired by developmentally appropriate literature, stories, or poems, that has a beginning, middle, and end. <strong>Clarifications:</strong> e.g., language arts: essay-writing</td>
</tr>
<tr>
<td>DA.3.H.3.2:</td>
<td>Identify connections between the skills required to learn dance and the skills needed in other learning environments.</td>
</tr>
<tr>
<td>DA.3.O.1.1:</td>
<td>Relate how the elements of dance are applied in classwork to how they are used in dance pieces. <strong>Clarifications:</strong> e.g., body, action, space, time, energy, relationships</td>
</tr>
<tr>
<td>DA.3.O.1.2:</td>
<td>Identify the procedures and structures common to dance classes.</td>
</tr>
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<td>DA.3.O.1.3:</td>
<td>Select an element to change within a phrase and discuss the results.</td>
</tr>
<tr>
<td>DA.3.O.2.1:</td>
<td>Translate words, pictures, or movements into dance to express ideas or feelings.</td>
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<td>DA.3.O.2.2:</td>
<td>Use accurate dance terminology to respond to and communicate about dance.</td>
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<td>Create and perform a dance, inspired by developmentally appropriate literature, stories, or poems, that has a beginning, middle, and end. <strong>Clarifications:</strong> e.g., language arts: essay-writing</td>
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<td>Identify connections between the skills required to learn dance and the skills needed in other learning environments.</td>
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<td>DA.3.S.1.1:</td>
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<td>DA.3.S.1.2:</td>
<td>Identify connections between the skills required to learn dance and the skills needed in other learning environments.</td>
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<td>DA.3.S.1.3:</td>
<td>Use learning strategies to remember movement between classes and rehearsals. <strong>Clarifications:</strong> e.g., pantomime, gestures</td>
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<td>DA.3.S.2.1:</td>
<td>Create movement to express feelings, images, and stories.</td>
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<tr>
<td>DA.3.S.2.2:</td>
<td>Create dance sequences, based on expanded, everyday gestures and/or movements.</td>
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<td>Discuss the roles that dance has played in various social, cultural, and folk traditions.</td>
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<td>DA.3.S.2.4:</td>
<td>Relax and repeat movement using observation and listening skills.</td>
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<td>Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.</td>
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<td>DA.3.S.3.4:</td>
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<td>DA.3.S.3.5:</td>
<td>Use accurate dance terminology to respond to and communicate about dance.</td>
</tr>
<tr>
<td>DA.3.S.3.6:</td>
<td>Create and perform a dance, inspired by developmentally appropriate literature, stories, or poems, that has a beginning, middle, and end. <strong>Clarifications:</strong> e.g., language arts: essay-writing</td>
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<td>DA.3.S.3.7:</td>
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Mathematicians who participate in effortful learning both individually and with others:
- Recognize students' effort when solving challenging problems.
- Develop students' ability to analyze and problem solve.
- Foster perseverance in students by choosing tasks that are challenging.
- Cultivate a community of growth mindset learners.
- Help and support each other when attempting a new method or approach.
- Demonstrate understanding by representing problems in multiple ways.
- Use learning strategies to remember movement between classes and rehearsals.
- Explore positive and negative space to increase kinesthetic awareness.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Rehearse movements and dance sequences to develop coordination and agility in muscular groups.
- Relate how the elements of dance are applied in classwork to how they are used in dance pieces.
- Use accurate dance terminology to respond to and communicate about dance.
- Demonstrate appropriate posture with strength in the abdomen and length in the spine.
- Perform far-reach exercises to demonstrate knowledge of the use of line in movement.
- Perform safe practice exercises for increasing strength, flexibility, and range of motion.
- Share, using accurate dance terminology, ways in which dance communicates its meaning to the audience.
- Use learning strategies to remember movement between classes and rehearsals.
- Identify and demonstrate changes made in various elements of a movement piece.
- Mathemat}

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**Mathematicians who participate in effortful learning both individually and with others:**
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- Share, using accurate dance terminology, ways in which dance communicates its meaning to the audience.
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MA.K12.MTR.2.1: 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 justify methods and compare their responses to the responses of their peers.

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.

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.

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.

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.

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. 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.

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.

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.

Perform one dance accurately.

Clarifications:

An example of a safety procedure is wearing a helmet when riding a bicycle.

List personally challenging physical-activity experiences.

Clarifications:

Some examples of dances are square, contra, step and social.

English language learners communicate for social and instructional purposes within the school setting.

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.

Recognize that energy has the ability to cause motion or create change.

Clarifications:

Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.

Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
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

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

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<td>Abbreviated Title:</td>
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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)
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Physical Education (Elementary and Secondary Grades K-12)
## Course Standards

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| 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.  
**Clarifications:** |
| DA.4.C.1.3: | Identify points within a dance piece at which mood, character, or meaning change abruptly or evolve.  
**Clarifications:** |
| DA.4.C.2.1: | Apply knowledge of the basic elements of dance to suggest changes in a movement piece.  
**Clarifications:** |
| 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.  
**Clarifications:** |
| DA.4.C.3.1: | 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.1.1: | Describe the various roles and responsibilities associated with careers in dance.  
**Clarifications:**  
e.g., choreographer, dancer, teacher |
| DA.4.F.2.1: | Describe how the elements of dance are used in class and in dance pieces.  
**Clarifications:**  
e.g., science, math, reading, history |
| DA.4.F.3.1: | Describe how dance and music can each be used to interpret and support the other.  
**Clarifications:**  
e.g., body, space, time, energy/dynamics, relationships |
| DA.4.H.1.1: | Identify points within a dance piece at which mood, character, or meaning change abruptly or evolve.  
**Clarifications:**  
e.g., spine is like a string of pearls |
| DA.4.H.1.2: | Discuss why people of various ages and cultures dance and how they benefit from doing so.  
**Clarifications:** |
| DA.4.H.2.1: | Create a tableau, theme, or main idea in a dance piece to explore the potential of shapes and space.  
**Clarifications:**  
e.g., body, space, time, energy/dynamics, relationships |
| DA.4.H.3.1: | Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.  
**Clarifications:** |
| DA.4.H.3.2: | Perform dances from different cultures, emulating the essential movement characteristics and traditions.  
**Clarifications:** |
| DA.4.O.1.1: | Collaborate with others to create dance pieces that show innovative movement options.  
**Clarifications:**  
e.g., science, math, reading, history |
| DA.4.O.1.2: | Describe how the procedures and structures in a dance class help create a positive and healthful environment for learning.  
**Clarifications:** |
| DA.4.O.1.3: | Investigate the positions, initiations, and movements within a given step.  
**Clarifications:** |
| DA.4.O.2.1: | 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.O.2.2: | Demonstrate application and memorization of corrections given by the teacher.  
**Clarifications:** |
| DA.4.O.3.1: | Identify weaknesses in personal strength, flexibility, and range of motion, and apply basic, safe practice exercises to address the need.  
**Clarifications:** |
| DA.4.O.3.2: | Practice weight shift and transitions through plie, elevation, pique, and chasse.  
**Clarifications:** |
| DA.4.O.3.3: | Practice varying expression and intention by moving in dance sequences using direct and indirect space and active and passive energy.  
**Clarifications:** |
| DA.4.O.3.4: | Practice timing, rhythm, and accents demonstrated by the teacher and peers.  
**Clarifications:** |
| DA.4.O.3.5: | Maintain center of balance in various positions.  
**Clarifications:** |
| DA.4.O.3.6: | 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.O.3.7: | Replicate movement sequences on opposite sides of the body or in the opposite direction.  
**Clarifications:** |
| DA.4.O.4.1: | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  
**Clarifications:** |
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.1.1: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.4.SL.1.2: Identify the reasons and evidence a speaker provides to support particular points.

LAFS.4.SL.1.3: Reflect on the strengths and needs of one's own performance. Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 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.

ME.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.
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.

Learn and produce short movement sequences, assisted by the teacher, using observation, imitation, and musical cues. **Clarifications:**

Identify points within a dance piece at which mood, character, or meaning change abruptly or evolve.

Apply knowledge of the basic elements of dance to suggest changes in a movement piece.

Demonstrate the ability to participate in objective feedback sessions as a means of evaluating one's own and others' work.

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.

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.

Describe the various roles and responsibilities associated with careers in dance. **Clarifications:**

e.g., choreographer, dancer, teacher.

Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.

Perform dances from different cultures, emulating the essential movement characteristics and traditions.

Discuss why people of various ages and cultures dance and how they benefit from doing so.

Identify and examine important figures, historical events, and trends that have helped shape dance.

Create a dance with student-selected components from other content areas and/or personal interests.

Use improvisation and movement studies to explore concepts from other content areas.

Describe how dance and music can each be used to interpret and support the other. Describe how the elements of dance are used in class and in dance pieces. **Clarifications:**

e.g., science, math, reading, history.

Describe how the procedures and structures in a dance class help create a positive and healthful environment for learning.

Investigate the positions, initiations, and movements within a given dance sequence, using assisted correction, allegory, and/or imagery.

Express ideas through movements, steps, and gestures.

Express ideas through movements, steps, and gestural. **Clarifications:**

e.g., science, math, reading, history.

Use accurate dance terminology as a means of asking questions, discussing dances, and learning new dance pieces.

Respect varying interpretations of a dance, recognizing that viewer perspectives may be different.

Evaluate a dance by examining how effectively two or more elements were used in the piece.

Use improvisation and movement studies to explore concepts from other content areas.

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.

Replicate movement sequences on opposite sides of the body or in the opposite direction.

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."

Identify weaknesses in personal strength, flexibility, and range of motion, and apply basic, safe practice exercises to address the need. **Clarifications:**

Practice weight shift and transitions through plie, elevation, pique, and chasse.

Replicate timing, rhythm, and accents demonstrated by the teacher and peers.

Maintain center of balance in various positions. **Clarifications:**

Practice varying expression and intention by moving in dance sequences using direct and indirect space and active and passive energy.

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.

**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.

**Teachers who encourage students to 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.

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

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

**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.

**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.

**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.

**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.

**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.
• 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.

Applying 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.

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.

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.

**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.
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.

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.

**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.

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.

Perform two or more dances accurately.

**Clarifications:**
Some examples of dances are line, square, contra, folk, step and social.

Discuss how physical activity can be a positive opportunity for social and group interaction.

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MA.K12.MTR.6.1:

ELA.K12.EE.6.1:

MA.K12.MTR.7.1:

ELA.K12.EE.1.1:

ELA.K12.EE.3.1:

ELA.K12.EE.4.1:

ELA.K12.EE.5.1:

ELA.K12.EE.6.1:

PE.4.C.2.2:

PE.4.M.1.10:

PE.4.R.6.1:
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.
<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
</tr>
<tr>
<td>Elementary Education (Grades K-6)</td>
</tr>
<tr>
<td>Physical Education (Elementary Grades 1-6)</td>
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<tr>
<td>Physical Education (Grades K-8)</td>
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<tr>
<td>Physical Education (Elementary and Secondary Grades K-12)</td>
</tr>
</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA.5.C.1.1</td>
<td>Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces.</td>
</tr>
<tr>
<td>DA.5.C.1.2</td>
<td>Learn and produce movement sequences, assisted by the teacher, with speed and accuracy. <strong>Clarifications:</strong> e.g., observe, imitate, apply musical cues</td>
</tr>
<tr>
<td>DA.5.C.1.3</td>
<td>Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement.</td>
</tr>
<tr>
<td>DA.5.C.2.1</td>
<td>Visualize and experiment with a variety of potential solutions to a given dance problem and explore the effects of each option.</td>
</tr>
<tr>
<td>DA.5.C.2.2</td>
<td>Demonstrate the ability to share objective, positive feedback and constructive criticism, and apply suggested changes with the guidance of others. <strong>Clarifications:</strong> e.g., observe, imitate, apply musical cues</td>
</tr>
<tr>
<td>DA.5.C.3.1</td>
<td>Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement. <strong>Clarifications:</strong> e.g., provide positive feedback in a safe environment, use a rubric</td>
</tr>
<tr>
<td>DA.5.F.1.1</td>
<td>Evaluate the effectiveness of combining other works of art with specified works of dance. <strong>Clarifications:</strong> e.g., music, literature, information media</td>
</tr>
<tr>
<td>DA.5.F.1.2</td>
<td>Evaluate the impact of technology on a specified work of dance. <strong>Clarifications:</strong> e.g., video, projections</td>
</tr>
<tr>
<td>DA.5.F.1.3</td>
<td>Incorporate creative risk-taking when improvising or developing a dance phrase.</td>
</tr>
<tr>
<td>DA.5.F.2.1</td>
<td>Identify dance and dance-related businesses in the community and describe their impact. <strong>Clarifications:</strong> e.g., public service, cross-cultural connections, economic impact, enrichment</td>
</tr>
<tr>
<td>DA.5.H.1.1</td>
<td>Share and perform dances from diverse cultural or historical backgrounds and describe their significance within their original context.</td>
</tr>
<tr>
<td>DA.5.H.1.2</td>
<td>Describe the dances, music, and authentic costumes from specified world cultures.</td>
</tr>
<tr>
<td>DA.5.H.2.1</td>
<td>Describe historical developments and the continuing evolution of various dance forms. <strong>Clarifications:</strong> e.g., African, Asian, Indian, ballet, folk, modern, tap</td>
</tr>
<tr>
<td>DA.5.H.2.2</td>
<td>Create a dance, inspired by another art form, which shows one or more connections between the two disciplines. <strong>Clarifications:</strong> e.g., music, theatre, visual art</td>
</tr>
<tr>
<td>DA.5.H.3.1</td>
<td>Demonstrate how math and science concepts may be used in dance. <strong>Clarifications:</strong> e.g., spatial relationships, groupings, symmetry, patterns, cycles, angles, reflections, rotations</td>
</tr>
<tr>
<td>DA.5.H.3.2</td>
<td>Describe how the self-discipline required in dance training can be applied to other areas of study.</td>
</tr>
<tr>
<td>DA.5.H.3.3</td>
<td>Perform a movement study based on a personal interpretation of a work of art.</td>
</tr>
<tr>
<td>DA.5.H.3.4</td>
<td>Identify the use of world languages in various dance genres.</td>
</tr>
<tr>
<td>DA.5.H.3.5</td>
<td>Analyze individual elements of a choreographic work to determine how they comprise the structure of a dance piece.</td>
</tr>
<tr>
<td>DA.5.S.1.1</td>
<td>Review and apply the procedures and structures of class and performance to gain respect for their purposes and the traditions of the discipline.</td>
</tr>
<tr>
<td>DA.5.S.1.2</td>
<td>Identify and explain the positions and movements within a given step or combination.</td>
</tr>
<tr>
<td>DA.5.S.1.3</td>
<td>Make one or more revisions to a given dance phrase and explain how the meaning or feeling was altered. <strong>Clarifications:</strong> e.g., music, drum beat, poetry</td>
</tr>
<tr>
<td>DA.5.S.1.4</td>
<td>Identify ways in which dance innovators contributed to new directions in the art form.</td>
</tr>
<tr>
<td>DA.5.S.2.1</td>
<td>Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.</td>
</tr>
<tr>
<td>DA.5.S.2.2</td>
<td>Use accurate dance terminology as a means of identifying, communicating, and documenting movement vocabulary. <strong>Clarifications:</strong> e.g., counter-balance, mirroring, unison</td>
</tr>
<tr>
<td>DA.5.S.2.3</td>
<td>Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas, values, or point of view.</td>
</tr>
<tr>
<td>DA.5.S.2.4</td>
<td>Apply choreographic principles to create dance steps or sequences. <strong>Clarifications:</strong> e.g., music, drum beat, poetry</td>
</tr>
<tr>
<td>DA.5.S.3.1</td>
<td>Manipulate given elements of a phrase to produce variations and expand movement choices. <strong>Clarifications:</strong> e.g., counter-balance, mirroring, unison</td>
</tr>
<tr>
<td>DA.5.S.3.2</td>
<td>Demonstrate the ability to focus and maintain presence during dance classes and performances. <strong>Clarifications:</strong> e.g., counter-balance, mirroring, unison</td>
</tr>
<tr>
<td>DA.5.S.3.3</td>
<td>Practice purposefully, over time, to improve technique and performance in a choreographed piece. <strong>Clarifications:</strong> e.g., counter-balance, mirroring, unison</td>
</tr>
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<td>DA.5.S.3.4</td>
<td>Follow and repeat movement on the opposite side of the body or in reverse order. <strong>Clarifications:</strong> e.g., counter-balance, mirroring, unison</td>
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<td>DA.5.S.4.1</td>
<td>Adapt and apply ensemble corrections to personal work. <strong>Clarifications:</strong> e.g., counter-balance, mirroring, unison</td>
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DA.5.S.3.1: Demonstrate basic posture, engage abdominal muscles, lengthen the spine, and show awareness of shoulder-to-hip line.

DA.5.S.3.2: Increase strength, flexibility, and range of motion in the joints based on an awareness of safe practices and knowledge of basic anatomy and physiology.

DA.5.S.3.3: Practice shifting weight from one leg to another using space and various levels and shapes.

DA.5.S.3.4: Perform a phrase that uses complex changes in rhythms and meters.

DA.5.S.3.5: Apply understanding of support, weight placement, and center of gravity to attain balance.

DA.5.S.3.6: Change the expression or intention of a given dance sequence by applying two contrasting dynamic elements.

DA.5.S.3.7: Dissect dance sequences to understand how movement is initiated, articulated, and practiced, and to develop agility and coordination.

DA.5.S.3.8: Explore the use of sagittal, vertical, and horizontal line.

LAFS.5.L.2.3: 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.

LAFS.5.SL.1.1: 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.

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.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

PE.5.M.1.10: Perform a variety of dances accurately.

PE.5.S.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.S.1: Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.

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

HE.5.C.1.4: 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 Status:** Course Approved
- **Grade Level(s):** K,1,2,3,4,5
- **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)

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)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA.5.C.1.1</td>
<td>Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces.</td>
</tr>
<tr>
<td>DA.5.C.1.2</td>
<td>Learn and produce movement sequences, assisted by the teacher, with speed and accuracy.</td>
</tr>
<tr>
<td>DA.5.C.1.3</td>
<td>Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement.</td>
</tr>
<tr>
<td>DA.5.C.2.1</td>
<td>Visualize and experiment with a variety of potential solutions to a given dance problem and explore the effects of each option.</td>
</tr>
<tr>
<td>DA.5.C.2.2</td>
<td>Demonstrate the ability to share objective, positive feedback and constructive criticism, and apply suggested changes with the guidance of others.</td>
</tr>
<tr>
<td>DA.5.C.3.1</td>
<td>Critique a dance piece using established criteria.</td>
</tr>
<tr>
<td>DA.5.F.1.1</td>
<td>Evaluate the effectiveness of combining other works of art with specified works of dance.</td>
</tr>
<tr>
<td>DA.5.F.1.2</td>
<td>Evaluate the impact of technology on a specified work of dance.</td>
</tr>
<tr>
<td>DA.5.F.1.3</td>
<td>Incorporate creative risk-taking when improvising or developing a dance phrase.</td>
</tr>
<tr>
<td>DA.5.F.2.1</td>
<td>Identify dance and dance-related businesses in the community and describe their impact.</td>
</tr>
<tr>
<td>DA.5.F.3.1</td>
<td>Show leadership by sharing ideas or by demonstrating or teaching skills to others.</td>
</tr>
<tr>
<td>DA.5.H.1.1</td>
<td>Share and perform dances from diverse cultural or historical backgrounds and describe their significance within their original context.</td>
</tr>
<tr>
<td>DA.5.H.1.2</td>
<td>Describe the dances, music, and authentic costumes from specified world cultures.</td>
</tr>
<tr>
<td>DA.5.H.2.1</td>
<td>Describe historical developments and the continuing evolution of various dance forms.</td>
</tr>
<tr>
<td>DA.5.H.2.2</td>
<td>Classify a dance performance or repertoire piece by origin, genre, or period.</td>
</tr>
<tr>
<td>DA.5.H.3.1</td>
<td>Create a dance, inspired by another art form, which shows one or more connections between the two disciplines.</td>
</tr>
<tr>
<td>DA.5.H.3.2</td>
<td>Demonstrate how math and science concepts may be used in dance.</td>
</tr>
<tr>
<td>DA.5.H.3.3</td>
<td>Describe how the self-discipline required in dance training can be applied to other areas of study.</td>
</tr>
<tr>
<td>DA.5.H.3.4</td>
<td>Perform a movement study based on a personal interpretation of a work of art.</td>
</tr>
<tr>
<td>DA.5.H.3.5</td>
<td>Identify the use of world languages in various dance genres.</td>
</tr>
<tr>
<td>DA.5.O.1.1</td>
<td>Analyze individual elements of a choreographic work to determine how they comprise the structure of a dance piece.</td>
</tr>
<tr>
<td>DA.5.O.1.2</td>
<td>Review and apply the procedures and structures of class and performance to gain respect for their purposes and the traditions of the discipline.</td>
</tr>
<tr>
<td>DA.5.O.1.3</td>
<td>Identify and explain the positions and movements within a given step or combination.</td>
</tr>
<tr>
<td>DA.5.O.2.1</td>
<td>Make one or more revisions to a given dance phrase and explain how the meaning or feeling was altered.</td>
</tr>
<tr>
<td>DA.5.O.2.2</td>
<td>Identify ways in which dance innovators contributed to new directions in the art form.</td>
</tr>
<tr>
<td>DA.5.O.3.1</td>
<td>Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.</td>
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<tr>
<td>DA.5.O.3.2</td>
<td>Use accurate dance terminology as a means of identifying, communicating, and documenting movement vocabulary.</td>
</tr>
<tr>
<td>DA.5.O.3.3</td>
<td>Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas, values, or point of view.</td>
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<tr>
<td>DA.5.O.3.4</td>
<td>Apply choreographic principles to create dance steps or sequences.</td>
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<tr>
<td>DA.5.O.4.1</td>
<td>Demonstrate dynamic changes in response to one or more sources.</td>
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<td>DA.5.O.4.2</td>
<td>Manipulate given elements of a phrase to produce variations and expand movement choices.</td>
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<td>DA.5.O.4.3</td>
<td>Use kinesthetic awareness to respond to shared movement with one or more dancers.</td>
</tr>
<tr>
<td>DA.5.O.4.4</td>
<td>Demonstrate the ability to focus and maintain presence during dance classes and performances.</td>
</tr>
<tr>
<td>DA.5.O.4.5</td>
<td>Practice purposefully, over time, to improve technique and performance in a choreographed piece.</td>
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<td>DA.5.O.4.6</td>
<td>Follow and repeat movement on the opposite side of the body or in reverse order.</td>
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<td>DA.5.O.4.7</td>
<td>Adapt and apply ensemble corrections to personal work.</td>
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Demonstrate basic posture, engage abdominal muscles, lengthen the spine, and show awareness of shoulder-to-hip line.

Increase strength, flexibility, and range of motion in the joints based on an awareness of safe practices and knowledge of basic anatomy and physiology.

Practice shifting weight from one leg to another using space and various levels and shapes.

Perform a phrase that uses complex changes in rhythms and meters.

Clarifications:
e.g., 2/4 to 3/4, 3/4 to 6/8

Clarifications:
Apply understanding of support, weight placement, and center of gravity to attain balance.

Change the expression or intention of a given dance sequence by applying two contrasting dynamic elements.

Dissect dance sequences to understand how movement is initiated, articulated, and practiced, and to develop agility and coordination.

Explore the use of sagittal, vertical, and horizontal line.

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.

Clarifications:
Build understanding through modeling and using manipulatives.

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

**Clarifications:**
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.

### MA.K12.MTR.7.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**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
**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:

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* Any field when certification reflects a bachelor or higher degree.

**GENERAL INFORMATION**

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<th>Course Path: Section</th>
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<tbody>
<tr>
<td>5003060</td>
<td>Grades PreK to 12 Education</td>
<td>Grades PreK to 5 Education</td>
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</table>
Course Status: State Board Approved
Grade Level(s): K,1,2,3,4,5

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Educator Certifications

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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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.  
**Clarifications:**  
e.g., self, peer, teacher |
| 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.  
**Clarifications:**  
e.g., choreographer, producer, stage manager, ticket sales |
| 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.  
**Clarifications:**  
e.g., production design, costume design, performance recordings, music licensing |
| 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/Cape Verde |
| 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.  
**Clarifications:**  
e.g., rotation of the leg in plié to rotation of the leg in tendu |
| DA.68.O.2.5: | Rehearse to improve the performance quality of dance pieces.  
**Clarifications:**  
e.g., repetition, revision, refinement |
| DA.68.O.3.1: | Use and maintain principles of alignment in locomotor and non-locomotor movements. |
| DA.68.O.3.2: | Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.  
**Clarifications:**  
e.g., body-part initiation, pelvic shift, fall and recovery |
| DA.68.O.3.4: | Perform, using dance technique, with musical accuracy and expression.  
**Clarifications:**  
e.g., on the counts, fill the music |
| DA.68.O.3.5: | Perform a variety of movements while vertical, off-vertical, or balancing on one leg. |
| DA.68.O.3.7: | Practice a variety of dance sequences to increase agility and coordination in movement patterns.  
**Clarifications:**  
e.g., on the counts, fill the music |
| 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. |
<table>
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<tr>
<th>Standard Relation to Course: Supporting</th>
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<td><strong>LAFS.6.SL.1.2:</strong> 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.</td>
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<td><strong>LAFS.6.SL.1.3:</strong> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
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<td><strong>LAFS.6.SL.1.4:</strong> 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.</td>
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<td><strong>LAFS.6.SL.2.4:</strong> 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.</td>
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<td><strong>LAFS.6S.WHST.2.4:</strong> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td><strong>LAFS.6S.WHST.3.7:</strong> 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.</td>
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<td><strong>LAFS.6S.WHST.3.9:</strong> Draw evidence from informational texts to support an analysis, reflection, and research.</td>
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**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 make sense of routine tasks and it can be used to gain insights into complex situations and solve problems. 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.

**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)
# Course Standards

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<td>DA.68.C.1.2:</td>
<td>Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. <strong>Clarifications:</strong> e.g., in a classroom, master class, rehearsal, audition</td>
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<td>DA.68.C.2.1:</td>
<td>Solve challenges in technique and composition by visualizing and applying creative solutions. <strong>Clarifications:</strong></td>
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<td>DA.68.C.2.2:</td>
<td>Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. <strong>Clarifications:</strong> e.g., self, peer, teacher</td>
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<td>DA.68.F.1.3:</td>
<td>Practice creative risk-taking through dance improvisation and performance. <strong>Clarifications:</strong></td>
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<td>DA.68.F.2.1:</td>
<td>Explain the roles of dance production personnel. <strong>Clarifications:</strong> e.g., choreographer, producer, stage manager, ticket sales</td>
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<td>DA.68.F.3.4:</td>
<td>Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing. <strong>Clarifications:</strong></td>
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<td>DA.68.H.1.2:</td>
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<td>DA.68.H.1.3:</td>
<td>Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. <strong>Clarifications:</strong> e.g., production design, costume design, performance recordings, music licensing</td>
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<td>DA.68.H.2.2:</td>
<td>Compare the roles of dance in various cultures. <strong>Clarifications:</strong> e.g., celebratory, storytelling, social, spiritual</td>
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<td>Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength. <strong>Clarifications:</strong></td>
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<td>Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence. <strong>Clarifications:</strong></td>
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<td>Create a dance phrase and revise one or more elements to add interest and diversity to the piece. <strong>Clarifications:</strong></td>
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<td>Use and maintain principles of alignment in locomotor and non-locomotor movements. <strong>Clarifications:</strong></td>
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<td>DA.68.S.3.2:</td>
<td>Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology. <strong>Clarifications:</strong> e.g., body-part initiation, pelvic shift, fall and recovery</td>
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<td>DA.68.S.3.3:</td>
<td>Apply the mechanics of movement transitions and weight changes. <strong>Clarifications:</strong></td>
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<td>DA.68.S.3.4:</td>
<td>Perform, using dance technique, with musical accuracy and expression. <strong>Clarifications:</strong> e.g., on the counts, fill the music</td>
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<td>Practice a variety of dance sequences to increase agility and coordination in movement patterns. <strong>Clarifications:</strong></td>
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<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others: <strong>Clarifications:</strong></td>
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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.

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.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:
### 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.

### 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.

### Cite evidence to explain and justify reasoning.

<table>
<thead>
<tr>
<th>Grade Level</th>
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<tbody>
<tr>
<td>K-1</td>
<td>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. In 3rd grade, students should use a combination of direct and indirect citations.</td>
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<td>4-5</td>
<td>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.</td>
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<td>6-8</td>
<td>Students continue with previous skills and use a style guide to create a proper citation.</td>
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<td>9-12</td>
<td>Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
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### General Course Information and Notes

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<td>ELA.K12.EE.1.1</td>
<td>Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
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<td>ELA.K12.EE.2.1</td>
<td>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.</td>
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<td>ELA.K12.EE.3.1</td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like &quot;Why is the girl smiling?&quot; 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.</td>
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<td>ELA.K12.EE.6.1</td>
<td>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.</td>
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<td>PE.6.C.2.14</td>
<td>List terminology and etiquette in educational gymnastics or dance.</td>
</tr>
<tr>
<td>PE.6.M.1.11</td>
<td>Apply proper warm-up and cool-down techniques.</td>
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<td>ELD.K12.ELL.SI.1</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
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<td>HE.7.C.1.4</td>
<td>Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</td>
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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

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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)
# Course Standards

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<td>DA.68.S.3.7:</td>
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<td>DA.68.S.3.7a:</td>
<td>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.</td>
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<td>DA.68.S.3.7b:</td>
<td>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</td>
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<td>DA.68.S.3.7c:</td>
<td>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
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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.

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**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.5.1: 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.

**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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 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 gymastics 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.

**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**
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: 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
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA.68.C.1.2</td>
<td>Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.</td>
</tr>
<tr>
<td>Clarifications</td>
<td>e.g., in a classroom, master class, rehearsal, audition</td>
</tr>
<tr>
<td>DA.68.C.2.1</td>
<td>Solve challenges in technique and composition by visualizing and applying creative solutions.</td>
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<td>Clarifications</td>
<td>Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.</td>
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<td>DA.68.F.1.3</td>
<td>Practice creative risk-taking through dance improvisation and performance.</td>
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<td>Explain the roles of dance production personnel.</td>
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<td>DA.68.F.3.4</td>
<td>Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.</td>
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<td>DA.68.F.3.5</td>
<td>Describe basic functions of skeletal and muscular systems.</td>
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<td>DA.68.H.1.2</td>
<td>Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.</td>
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<td>Clarifications</td>
<td>Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.</td>
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<td>DA.68.H.1.3</td>
<td>Compare the roles of dance in various cultures.</td>
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<td>Clarifications</td>
<td>e.g., production design, costume design, performance recordings, music licensing</td>
</tr>
<tr>
<td>DA.68.H.2.2</td>
<td>Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.</td>
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<td>Clarifications</td>
<td>Compare characteristics of two dance forms.</td>
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<td>DA.68.H.3.3</td>
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<td>Clarifications</td>
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<tr>
<td>DA.68.H.3.5</td>
<td>Practice using world languages and accurate dance terminology suitable to each dance genre.</td>
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<tr>
<td>DA.68.O.1.1</td>
<td>Compare characteristics of two dance forms.</td>
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<td>Clarifications</td>
<td>e.g., modern/jazz, ballet/Bharata Natyam, West African/Capeiro</td>
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<td>DA.68.O.1.2</td>
<td>Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.</td>
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<td>DA.68.O.2.1</td>
<td>Create a dance phrase and revise one or more elements to add interest and diversity to the piece.</td>
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<td>Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.</td>
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<td>Clarifications</td>
<td>Use kineesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers.</td>
</tr>
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<td>DA.68.S.1.4</td>
<td>Apply the mechanics of movement transitions and weight changes.</td>
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<tr>
<td>Clarifications</td>
<td>e.g., counter-balance, weight-share, line, opposition, mirroring, unison</td>
</tr>
<tr>
<td>DA.68.S.2.1</td>
<td>Sustain focused attention, respect, and discipline during classes and performances.</td>
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<tr>
<td>Clarifications</td>
<td>Transfer corrections or concepts from the execution of one class exercise to another.</td>
</tr>
<tr>
<td>DA.68.S.2.4</td>
<td>Rehearse to improve the performance quality of dance pieces.</td>
</tr>
<tr>
<td>Clarifications</td>
<td>e.g., rotation of the leg in plié to rotation of the leg in tendu</td>
</tr>
<tr>
<td>DA.68.S.2.5</td>
<td>Use and maintain principles of alignment in locomotor and non-locomotor movements.</td>
</tr>
<tr>
<td>Clarifications</td>
<td>Repetition, revision, refinement</td>
</tr>
<tr>
<td>DA.68.S.3.1</td>
<td>Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.</td>
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<td>Clarifications</td>
<td>Apply the mechanics of movement transitions and weight changes.</td>
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<td>DA.68.S.3.2</td>
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<td>DA.68.S.3.3</td>
<td>Perform, using dance technique, with musical accuracy and expression.</td>
</tr>
<tr>
<td>Clarifications</td>
<td>e.g., on the counts, fill the music</td>
</tr>
<tr>
<td>DA.68.S.3.4</td>
<td>Perform a variety of movements while vertical, off-vertical, or balancing on one leg.</td>
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<td>Clarifications</td>
<td></td>
</tr>
<tr>
<td>DA.68.S.3.5</td>
<td>Practice a variety of dance sequences to increase agility and coordination in movement patterns.</td>
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<td>Clarifications</td>
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<td>DA.68.S.3.7</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td>Clarifications</td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td></td>
<td>• Ask questions that will help with solving the task.</td>
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<tr>
<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<tr>
<td></td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<tr>
<td></td>
<td>• Help and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1</td>
<td></td>
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</tbody>
</table>
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.

**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.

**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.

**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.

**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.
- Evaluate results based on the given context.
### General Course Information and Notes

<table>
<thead>
<tr>
<th>Subject</th>
<th>Clarifications</th>
</tr>
</thead>
</table>
| **MA.K12.MTR.7.1:** | 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.  
- 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.  
- In 3rd grade, students should have a combination of direct and indirect citations.

| **ELA.K12.EE.2.1:** | Read and comprehend grade-level complex texts proficiently.  
- Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

| **ELA.K12.EE.3.1:** | Make inferences to support comprehension.  
- 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 form of citation dictated by the instructor or the style guide referenced by the instructor.

| **ELA.K12.EE.4.1:** | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  
- 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.5.1:** | Use appropriate voice and tone when speaking or writing.  
- 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.  
- 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.

| **PE.6.C.2.14:** | PE.6.M.1.11:  
- List terminology and etiquette in educational gymnastics or dance.  
- Apply proper warm-up and cool-down techniques.

| **PE.6.C.2.14:** | List terminology and etiquette in educational gymnastics or dance.  
- Apply proper warm-up and cool-down techniques.

| **ELD.K12.ELL.SI.1:** | Describe ways to reduce or prevent injuries and adolescent health problems.  
- Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

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**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.

**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.

**Clarifications:**  
Students will use the terms and apply them in 2nd grade and beyond.

**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.

**Clarifications:**  
Perform investigations to gather data or determine if a method is appropriate.  
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**  
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.

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- 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.

**Clarifications:**  
Apply proper warm-up and cool-down techniques.

**Clarifications:**  
Use appropriate voice and tone when speaking or writing.

**Clarifications:**  
Use the accepted rules governing a specific format to create quality work.

**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.

**Clarifications:**  
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.

**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.
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)
### Course Standards

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<td>DA.68.C.1.1:</td>
<td>Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.</td>
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<td>DA.68.C.1.2:</td>
<td>Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.</td>
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<td>DA.68.C.1.4:</td>
<td>Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.</td>
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<td>DA.68.C.2.1:</td>
<td>Solve challenges in technique and composition by visualizing and applying creative solutions.</td>
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<td>Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.</td>
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<td>DA.68.C.3.1:</td>
<td>Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.</td>
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<td>DA.68.C.3.2:</td>
<td>Evaluate key elements observed in historically significant, exemplary works of dance.</td>
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<td>Practice creative risk-taking through dance improvisation and performance.</td>
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<td>Explain the roles of dance production personnel.</td>
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<td>Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.</td>
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<td>Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.</td>
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<td>Describe basic functions of skeletal and muscular systems.</td>
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<td>Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.</td>
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<td>Demonstrate response and reaction, through movement sequences, to various sources of inspiration.</td>
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<td>Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.</td>
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<td>Create or perform a dance piece using ideas and principles common to dance and another art form.</td>
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<td>Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.</td>
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<td>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.</td>
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Use and maintain principles of alignment in locomotor and non-locomotor movements.

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.

Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery

Perform, using dance technique, with musical accuracy and expression.

Clarifications: e.g., on the counts, fill the music

Perform a variety of movements while vertical, off-vertical, or balancing on one leg.

Practice a variety of dance sequences to increase agility and coordination in movement patterns.

Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 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.

List terminology and etiquette in educational gymnastics or dance.

Apply proper warm-up and cool-down techniques.

English language learners communicate for social and instructional purposes within the school setting.

Describe ways to reduce or prevent injuries and adolescent health problems.

Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
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.

**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:** 0300020
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Dance > SubSubject: General
- **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)
# Course Standards

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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.

Clariations:
e.g., body-part initiation, pelvic shift, fall and recovery

DA.68.S.3.4: Perform, using dance technique, with musical accuracy and expression.

Clariations:
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.

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: 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: 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.

Clariations:
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: 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.

Clariations:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexiblity 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: 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.

Clariations:
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.

**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.5.1:**
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.6.1:**
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 represent, resolve 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.

**MA.K12.MTR.7.1:**
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.1.1:**
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.2.1:**
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.3.1:**
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.4.1:**
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.

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**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.

**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 EE and MTR, 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:
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**General Information**

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**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

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 6, 7, 8

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**Educator Certifications**

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Perform a variety of movements while vertical, off-vertical, or balancing on one leg.

Practice a variety of dance sequences to increase agility and coordination in movement patterns.

Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence that bring the ideas that support the analysis, reflection, and research.

List terminology and etiquette in educational gymnastics or dance.

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.

Draw evidence from informational texts to support analysis, reflection, and research.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Practice a variety of dance sequences to increase agility and coordination in movement patterns.

Apply proper warm-up and cool-down techniques.

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

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 learn to examine claims and make explicit use of definitions. Standard Relation to Course: Supporting

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 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 x 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

English language learners communicate for social and instructional purposes within the school setting.

Evaluate how changes in social norms impact healthy and unhealthy behavior.

List terminology and etiquette in educational gymnastics or dance.
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 1003.4155, 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, sentences, and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant 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 Status: Course Approved
Grade Level(s): 6, 7, 8

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

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA.68.C.1.1</td>
<td>Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.</td>
</tr>
<tr>
<td>DA.68.C.1.2</td>
<td>Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., in a classroom, master class, rehearsal, audition</td>
</tr>
<tr>
<td>DA.68.C.1.4</td>
<td>Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.</td>
</tr>
<tr>
<td>DA.68.C.2.1</td>
<td>Solve challenges in technique and composition by visualizing and applying creative solutions.</td>
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<td></td>
<td><strong>Clarifications:</strong> e.g., self, peer, teacher</td>
</tr>
<tr>
<td>DA.68.C.2.2</td>
<td>Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.</td>
</tr>
<tr>
<td>DA.68.C.3.1</td>
<td>Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.</td>
</tr>
<tr>
<td>DA.68.C.3.2</td>
<td>Evaluate key elements observed in historically significant, exemplary works of dance.</td>
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<tr>
<td>DA.68.F.1.3</td>
<td>Practice creative risk-taking through dance improvisation and performance.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>DA.68.F.2.1</td>
<td>Explain the roles of dance production personnel.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., choreographer, producer, stage manager, ticket sales</td>
</tr>
<tr>
<td>DA.68.F.3.3</td>
<td>Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., attire, etiquette, professional presentation, technique, conditioning</td>
</tr>
<tr>
<td>DA.68.F.3.4</td>
<td>Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.</td>
</tr>
<tr>
<td>DA.68.F.3.5</td>
<td>Describe basic functions of skeletal and muscular systems.</td>
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<tr>
<td>DA.68.H.1.2</td>
<td>Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
</tbody>
</table>
Clarifications:
e.g., body-part initiation, pelvic shift, fall and recovery

Perform, using dance technique, with musical accuracy and expression.

Clarifications:
e.g., on the counts, fill the music

Perform a variety of movements while vertical, off-vertical, or balancing on one leg.

Practice a variety of dance sequences to increase agility and coordination in movement patterns.

Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.

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.

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.

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.

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.

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.

**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.

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.

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.

**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. 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.

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.
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.

English language learners communicate for social and instructional purposes within the school setting.

Determines how cultural changes related to health beliefs and behaviors impact personal health.

Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell phone use; and timeliness of emergency response.

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/career-career-planning/educators-toolkit/index.html.

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.
### Educator Certifications

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<th>Name</th>
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<td>DA.68.C.1.1:</td>
<td>Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.</td>
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</table>
| 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.  
  **Clarifications:**  
  Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one’s work. |
| DA.68.C.2.2: | Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.  
  **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: | Explore use of technology as a tool for creating, refining, and responding to dance.  
  **Clarifications:**  
  e.g., video, projections |
| DA.68.F.1.2: | Solve challenges in technique and composition by visualizing and applying creative solutions.  
  **Clarifications:**  
  Explore use of technology as a tool for creating, refining, and responding to dance. |
| DA.68.F.1.3: | Practice creative risk-taking through dance improvisation and performance.  
  **Clarifications:**  
  e.g., private dance studios, scholarships, dance companies |
| DA.68.F.3.1: | Identify and execute characteristic rhythms in dances representing one or more cultures.  
  **Clarifications:**  
  e.g., African, Indian, Irish, Israeli, Latin |
| 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:**  
  Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. |
| DA.68.F.3.3: | 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.3.4: | 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.H.1.1: | 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.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.2.2: | Create or perform a dance piece using ideas and principles common to dance and another art form.  
  **Clarifications:**  
  Compare characteristics of two dance forms. |
| DA.68.O.1.1: | Compare characteristics of two dance forms.  
  **Clarifications:**  
  e.g., modern/jazz, ballet/Bharata Natyam, West African/Capeoira |
| DA.68.O.2.1: | Predict, using one’s imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.  
  **Clarifications:**  
  Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. |
| DA.68.O.2.2: | Demonstrate response and reaction, through movement sequences, to various sources of inspiration.  
  **Clarifications:**  
  Compare elements and principles of composition with elements and principles of other art forms. |
| DA.68.O.2.3: | Compare elements and principles of composition with elements and principles of other art forms.  
  **Clarifications:**  
  Create or perform a dance piece using ideas and principles common to dance and another art form. |
| DA.68.O.2.4: | Create or perform a dance piece using ideas and principles common to dance and another art form.  
  **Clarifications:**  
  Compare elements and principles of composition with elements and principles of other art forms. |
| DA.68.O.2.5: | Create or perform a dance piece using ideas and principles common to dance and another art form.  
  **Clarifications:**  
  Compare elements and principles of composition with elements and principles of other art forms. |
| DA.68.O.3.1: | Develop and present a dance project that incorporates elements of different cultural traditions.  
  **Clarifications:**  
  e.g., body, energy/effort, space, time, relationships |
| DA.68.O.3.2: | Develop and present a dance project that incorporates elements of different cultural traditions.  
  **Clarifications:**  
  Compare elements and principles of composition with elements and principles of other art forms. |
| DA.68.O.3.3: | Develop and present a dance project that incorporates elements of different cultural traditions.  
  **Clarifications:**  
  e.g., modern/jazz, ballet/Bharata Natyam, West African/Capeoira
Create physical images to communicate the intent of a movement, phrase, or dance piece.

Record dance sequences using accurate dance terminology to identify movements, positions, and shapes.

Explore dance phrases to investigate choreographic principles and structures.

Clarifications:
e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution

Experiment with improvisational exercises to develop creative risk-taking capacities.

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)

Sustain focused attention, respect, and discipline during classes and performances.

Memorize and replicate movement sequences with speed and accuracy in class or audition settings.

Explore the complexity of sequencing through reversing and reordering movement sequences.

Clarifications:
e.g., rotation of the leg in plié to rotation of the leg in tendu

Use and maintain principles of alignment in locomotor and non-locomotor movements.

Propose a variety of dance sequences to increase agility and coordination in movement patterns.

Perform, using dance technique, with musical accuracy and expression.

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.

Practice a variety of dance sequences to increase agility and coordination in movement patterns.

Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.

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.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Draw evidence from informational texts to support analysis, reflection, and research.

Clarifications:
e.g., resistance, energy, time, focus

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate voice, adequate volume, and clear pronunciation.

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 tools for confirmation. They may also use technology to help them explore and deepen their understanding of concepts.

Mathematically proficient students use precise definitions in discussion. They make sense of problems and persevere in solving them. They are able to use 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

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 measurement, 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.

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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 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.
- **ME.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.

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**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
- **Courses > 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)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA.68.C.1.1</td>
<td>Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.</td>
</tr>
<tr>
<td>DA.68.C.1.3</td>
<td>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.</td>
</tr>
<tr>
<td>DA.68.C.1.3.1</td>
<td><strong>Clarifications:</strong> e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props</td>
</tr>
<tr>
<td>DA.68.C.1.4</td>
<td>Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.</td>
</tr>
<tr>
<td>DA.68.C.2.1</td>
<td>Solve challenges in technique and composition by visualizing and applying creative solutions.</td>
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<td>DA.68.C.2.2</td>
<td>Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.</td>
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<td>DA.68.C.3.1</td>
<td>Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.</td>
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<tr>
<td>DA.68.C.3.2</td>
<td>Evaluate key elements observed in historically significant, exemplary works of dance.</td>
</tr>
<tr>
<td>DA.68.F.1.2</td>
<td>Practice creative risk-taking through dance improvisation and performance.</td>
</tr>
<tr>
<td>DA.68.F.1.3</td>
<td>Explore use of technology as a tool for creating, refining, and responding to dance.</td>
</tr>
<tr>
<td>DA.68.F.2.2</td>
<td>Identify local or regional resources to understand their importance to dancers.</td>
</tr>
<tr>
<td>DA.68.F.3.1</td>
<td>Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.</td>
</tr>
<tr>
<td>DA.68.F.3.2</td>
<td>Investigate and make use of a broad array of resources to update and strengthen skills and/or knowledge in the field.</td>
</tr>
<tr>
<td>DA.68.F.3.3</td>
<td>Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.</td>
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<tr>
<td>DA.68.F.3.4</td>
<td>Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.</td>
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<tr>
<td>DA.68.H.1.1</td>
<td>Identify and execute characteristic rhythms in dances representing one or more cultures.</td>
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<td>DA.68.H.1.3</td>
<td>Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.</td>
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<tr>
<td>DA.68.H.3.1</td>
<td>Analyze dance in various cultural and historical periods, and discuss how it has changed over time.</td>
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<tr>
<td>DA.68.H.3.2</td>
<td>Demonstrate and execute characteristic rhythms in dances representing one or more cultures.</td>
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<tr>
<td>DA.68.H.3.3.1</td>
<td><strong>Clarifications:</strong> e.g., African, Indian, Irish, Israeli, Latin</td>
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<td>Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.</td>
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<td>DA.68.H.3.5</td>
<td>Compare characteristics of two dance forms.</td>
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<td>DA.68.H.3.5.1</td>
<td><strong>Clarifications:</strong> e.g., modern/jazz, ballet/Bharata Natyam, West African/Capeirea</td>
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<td>DA.68.O.1.1</td>
<td>Compare characteristics of two dance forms.</td>
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<td>Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.</td>
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<td>Explain the order and purpose of a logical and healthful dance class.</td>
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<td>DA.68.O.1.5</td>
<td>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.</td>
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<tr>
<td>DA.68.O.2.1</td>
<td>Create a dance phrase and revise one or more elements to add interest and diversity to the piece.</td>
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<td>DA.68.O.2.2</td>
<td>Explain how the innovations of selected dance pioneers transformed specified dance genres.</td>
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<td>DA.68.O.2.3</td>
<td>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.</td>
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**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.

**MA.K12.MTR.2.1:**
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.3.1:**
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.

**Teachers who encourage students to study:**
- 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.

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

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.

**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.

Cite evidence to explain and justify reasoning. 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.

Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.
### General Course Information and Notes

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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 EE and MTR, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

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Dance (Elementary and Secondary Grades K-12)
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<td>DA.68.F.1.1</td>
<td>Clarifications: e.g., Merce Cunningham, Elizabeth Streb, Alwin Nikolais, Pilobolus</td>
</tr>
<tr>
<td>DA.68.F.1.3</td>
<td>Practice creative risk-taking through dance improvisation and performance.</td>
</tr>
<tr>
<td>DA.68.F.2.2</td>
<td>Clarifications: e.g., private dance studios, scholarships, dance companies</td>
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<td>Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.</td>
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<td>Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.</td>
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<td>DA.68.H.2.3</td>
<td>Predict, using one’s imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.</td>
</tr>
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<td>DA.68.H.3.1</td>
<td>Demonstrate response and reaction, through movement sequences, to various sources of inspiration.</td>
</tr>
<tr>
<td>DA.68.H.3.2</td>
<td>Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.</td>
</tr>
<tr>
<td>DA.68.H.3.5</td>
<td>Practice using world languages and accurate dance terminology suitable to each dance genre.</td>
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<tr>
<td>DA.68.H.3.1</td>
<td>Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.</td>
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<td>DA.68.H.3.3</td>
<td>Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.</td>
</tr>
<tr>
<td>DA.68.S.1.2</td>
<td>Clarifications: e.g., production design, costume design, performance recordings, music licensing</td>
</tr>
<tr>
<td>DA.68.S.1.3</td>
<td>Clarifications: e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)</td>
</tr>
<tr>
<td>DA.68.S.1.4</td>
<td>Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers.</td>
</tr>
<tr>
<td>DA.68.S.1.5</td>
<td>Clarifications: e.g., counter-balance, weight-share, line, opposition, mirroring, unison</td>
</tr>
<tr>
<td>DA.68.S.2.1</td>
<td>Sustain focused attention, respect, and discipline during classes and performances.</td>
</tr>
<tr>
<td>DA.68.S.2.2</td>
<td>Memorize and replicate movement sequences with speed and accuracy in class or audition settings.</td>
</tr>
<tr>
<td>DA.68.S.2.3</td>
<td>Transfer corrections or concepts from the execution of one class exercise to another.</td>
</tr>
<tr>
<td>DA.68.S.2.4</td>
<td>Rehearse to improve the performance quality of dance pieces.</td>
</tr>
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<td>DA.68.S.2.5</td>
<td>Clarifications: e.g., repetition, revision, refinement</td>
</tr>
<tr>
<td>DA.68.S.3.1</td>
<td>Use and maintain principles of alignment in locomotor and non-locomotor movements.</td>
</tr>
<tr>
<td>DA.68.S.3.2</td>
<td>Apply the mechanics of movement transitions and weight changes.</td>
</tr>
<tr>
<td>DA.68.S.3.3</td>
<td>Clarifications: e.g., body-part initiation, pelvic shift, fall and recovery</td>
</tr>
<tr>
<td>Standard</td>
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</tr>
<tr>
<td>----------</td>
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<tr>
<td>PE.6.C.14:</td>
<td>List terminology and etiquette in educational gymnastics or dance.</td>
</tr>
<tr>
<td>PE.6.M.1:1</td>
<td>Apply proper warm-up and cool-down techniques.</td>
</tr>
<tr>
<td>PE.8.M.1:4</td>
<td>Apply principles of biomechanics necessary for safe and successful performance.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
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</table>

- **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.

- **DA.68.S.3.7:** Practice a variety of dance sequences to increase agility and coordination in movement patterns.

- **DA.68.S.3.8:** 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.

- **DA.68.WHST.2.4:** Draw evidence from informational texts to support analysis reflection, and research.

- **DA.68.WHST.3.9:** 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.

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<tr>
<td>LAFS.68.RST.2.4:</td>
<td>Generate viable arguments and counterclaims, pointing out unstated assumptions, reasons, and evidence that may be counter to a claim.</td>
</tr>
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</table>

- **LAFS.7.RST.2.4:** Draw evidence from informational texts to support analysis reflection, and research.

- **LAFS.7.RST.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.

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<td>LAFS.7.SL.1.1:</td>
<td>Write arguments to support claims, paraphrasing or citing sources as necessary.</td>
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- **LAFS.7.SL.1.1:** 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.

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<td>LAFS.7.SL.1.2:</td>
<td>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.</td>
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- **LAFS.7.SL.1.2:** Apply principles of biomechanics necessary for safe and successful performance.

- **LAFS.7.SL.1.3:** Identify the central message or problem and supporting details of a text. |

- **LAFS.7.SL.1.4:** Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.

- **LAFS.7.SL.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## 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

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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:
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QUALIFICATIONS

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*Any field when certification reflects a bachelor or higher degree.*

GENERAL INFORMATION

**Course Number:** 0300090

**Course Path:** Section: Grades PreK to 1Z 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)

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**Course Status:** Course Approved

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<td>Interpret and respond to works by master choreographers who have used innovative technology and integrated information from non-dance content areas.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., Merce Cunningham, Elizabeth Streb, Alwin Nikolais, Pilobolus</td>
</tr>
<tr>
<td>DA.68.F.1.3</td>
<td>Practice creative risk-taking through dance improvisation and performance.</td>
</tr>
<tr>
<td>DA.68.F.2.2</td>
<td>Identify local or regional resources to understand their importance to dancers.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., private dance studios, scholarships, dance companies</td>
</tr>
<tr>
<td>DA.68.F.3.1</td>
<td>Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.</td>
</tr>
<tr>
<td>DA.68.H.1.3</td>
<td>Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., production design, costume design, performance recordings, music licensing</td>
</tr>
<tr>
<td>DA.68.H.2.3</td>
<td>Predict, using one's imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.</td>
</tr>
<tr>
<td>DA.68.H.3.1</td>
<td>Demonstrate response and reaction, through movement sequences, to various sources of inspiration.</td>
</tr>
<tr>
<td>DA.68.H.3.3</td>
<td>Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.</td>
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<td>DA.68.H.3.5</td>
<td>Practice using world languages and accurate dance terminology suitable to each dance genre.</td>
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<td>Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.</td>
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<tr>
<td>DA.68.H.3.3</td>
<td>Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.</td>
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<td>Clarifications:</td>
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<td>DA.68.H.3.5</td>
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<td>Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., body, energy/effort, space, time, relationships</td>
</tr>
<tr>
<td>DA.68.S.1.2</td>
<td>Experiment with improvisational exercises to develop creative risk-taking capacities.</td>
</tr>
<tr>
<td>DA.68.S.1.3</td>
<td>Analyze the possibilities and limitations of the body through short dance sequences.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)</td>
</tr>
<tr>
<td>DA.68.S.1.4</td>
<td>Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers.</td>
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<td>Clarifications:</td>
<td>e.g., counter-balance, weight-share, line, opposition, mirroring, unison</td>
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<td>DA.68.S.2.1</td>
<td>Sustain focused attention, respect, and discipline during classes and performances.</td>
</tr>
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<td>DA.68.S.2.2</td>
<td>Memorize and replicate movement sequences with speed and accuracy in class or audition settings.</td>
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<tr>
<td>DA.68.S.2.4</td>
<td>Transfer corrections or concepts from the execution of one class exercise to another.</td>
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<td>DA.68.S.2.5</td>
<td>Rehearse to improve the performance quality of dance pieces.</td>
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<td>Clarifications:</td>
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<td>DA.68.S.3.1</td>
<td>Use and maintain principles of alignment in locomotor and non-locomotor movements.</td>
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<td>DA.68.S.3.2</td>
<td>Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.</td>
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<td>DA.68.S.3.3</td>
<td>Apply the mechanics of movement transitions and weight changes.</td>
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<td>Clarifications:</td>
<td>e.g., body-part initiation, pelvic shift, fall and recovery</td>
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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.

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.

**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.

**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.

**Cite evidence to explain and justify reasoning.**

- 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.

**Read and comprehend grade-level complex texts proficiently.**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Make inferences to support comprehension.**

- 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.**

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.

**Use the accepted rules governing a specific format to create quality work.**

- 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.**
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.

List terminology and etiquette in educational gymnastics or dance.

Apply proper warm-up and cool-down techniques.

Apply principles of biomechanics necessary for safe and successful performance.

English language learners communicate for social and instructional purposes within the school setting.

Describe ways to reduce or prevent injuries and adolescent health problems.

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://cpalmsmedia.prod.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: MJ 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)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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.  
**Clarifications:**  
- e.g., self, peer, teacher |
| 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.3.1 | 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. |
| 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. |
| 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.  
**Clarifications:**  
- e.g., rotation of the leg in plié to rotation of the leg in tendu |
| DA.68.S.2.4 | 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.  
**Clarifications:**  
- e.g., body-part initiation, pelvic shift, fall and recovery |
| DA.68.S.3.2 | Apply the mechanics of movement transitions and weight changes.  
**Clarifications:**  
- e.g., on the counts, fill the music |
| DA.68.S.3.3 | Perform, using dance technique, with musical accuracy and expression.  
**Clarifications:**  
- e.g., on the counts, fill the music |
| DA.68.S.3.7 | Practice a variety of dance sequences to increase agility and coordination in movement patterns.  
**Clarifications:**  
- e.g., on the counts, fill the music |
| DA.68.S.3.5 | 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.

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.

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

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.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Draw evidence from informational texts to support analysis reflection, and research.

Use appropriate tools strategically.

List terminology and etiquette in educational gymnastics or dance.

Describe ways to reduce or prevent injuries and adolescent health problems.

English Language Development (ELD) Standards Special Notes Section:

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.

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:

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

Number of Credits: Multiple credits

Course Type: Elective Course

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 INTRO DANCE TECH

Course Length: Semester (S)

Course Level: 2

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
Course Standards

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<td>Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.</td>
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<td>Solve challenges in technique and composition by visualizing and applying creative solutions.</td>
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<td>Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.</td>
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<td>Practice creative risk-taking through dance improvisation and performance.</td>
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<td>DA.68.F.3.4</td>
<td>Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.</td>
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<td>DA.68.F.3.5</td>
<td>Describe basic functions of skeletal and muscular systems.</td>
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<td>DA.68.H.1.3</td>
<td>Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.</td>
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<td>Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.</td>
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<td>Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.</td>
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<td>Use and maintain principles of alignment in locomotor and non-locomotor movements.</td>
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<td>DA.68.O.5.2</td>
<td>Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.</td>
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<td>DA.68.O.5.3</td>
<td>Apply the mechanics of movement transitions and weight changes.</td>
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<td>DA.68.O.5.4</td>
<td>Perform, using dance technique, with musical accuracy and expression.</td>
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<tr>
<td>DA.68.O.5.5</td>
<td>Perform a variety of movements while vertical, off-vertical, or balancing on one leg.</td>
</tr>
<tr>
<td>DA.68.O.5.7</td>
<td>Practice a variety of dance sequences to increase agility and coordination in movement patterns.</td>
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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.

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.

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.

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 construct arguments and compare their responses to the responses of their peers.

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.
• Provide opportunities for students to practice efficient and generalizable methods.
• 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.

### Text Complexity

- **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. In 2nd 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.

### Reading and Language Skills

- **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.
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

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>0300100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Credits:</td>
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<tr>
<td>Course Type:</td>
<td>Elective Course</td>
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<tr>
<td>Course Status:</td>
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<tr>
<td>Grade Level(s):</td>
<td>6, 7, 8</td>
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<table>
<thead>
<tr>
<th>Course Path: Section:</th>
<th>Grades PreK to 12 Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses &gt; Grade Group:</td>
<td>Grades 6 to 8 Education</td>
</tr>
<tr>
<td>Courses &gt; Subject:</td>
<td>Dance</td>
</tr>
<tr>
<td>SubSubject:</td>
<td>General</td>
</tr>
<tr>
<td>Abbreviated Title:</td>
<td>M/J INTRO DANCE TECH</td>
</tr>
<tr>
<td>Course Length:</td>
<td>Semester (S)</td>
</tr>
<tr>
<td>Course Level:</td>
<td>2</td>
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</table>

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
**Course Standards**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
</tbody>
</table>

**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 Path:** Grades PreK to 12 Education
- **Courses > Grade Group:** Grades 6 to 8 Education
- **Courses > Subject:** Dance
- **Course Level:** 2
- **Abbreviated Title:** M/J DANCE TRAN
- **Course Length:** Year (Y)
- **Course Status:** Course Approved
- **Grade Level(s):** 6, 7, 8
# Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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.

**Clarifications:**
Use appropriate voice and tone when speaking or writing.
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.

English language learners communicate for social and instructional purposes within the school setting.
**World Dance (#0300300) 2015 - 2022 (current)**

### Course Standards

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<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>DA.912.C.1.1:</td>
<td>Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.</td>
</tr>
<tr>
<td>DA.912.C.1.2:</td>
<td>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., journal entries, discussion</td>
</tr>
<tr>
<td>DA.912.C.2.1:</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., improvisation, trial and error, collaboration</td>
</tr>
<tr>
<td>DA.912.C.2.4:</td>
<td>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</td>
</tr>
<tr>
<td>DA.912.C.3.1:</td>
<td>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
</tr>
<tr>
<td>DA.912.C.3.2:</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., time management, refining dance steps, research</td>
</tr>
<tr>
<td>DA.912.F.1.1:</td>
<td>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</td>
</tr>
<tr>
<td>DA.912.F.1.2:</td>
<td>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., synchronous virtual performance, visual projections, motion-response technology, lighting</td>
</tr>
<tr>
<td>DA.912.F.2.2:</td>
<td>Investigate local, regional, state, national, and global resources to support dance-related work and study.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</td>
</tr>
<tr>
<td>DA.912.F.3.2:</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</td>
</tr>
<tr>
<td>DA.912.F.3.7:</td>
<td>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., collaboration, scheduling, accountability, follow-through</td>
</tr>
<tr>
<td>DA.912.F.3.8:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
</tr>
<tr>
<td>DA.912.H.1.2:</td>
<td>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</td>
</tr>
<tr>
<td>DA.912.H.1.3:</td>
<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
</tr>
<tr>
<td>DA.912.H.1.4:</td>
<td>Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.</td>
</tr>
<tr>
<td>DA.912.H.1.5:</td>
<td>Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.</td>
</tr>
<tr>
<td>DA.912.H.2.1:</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues</td>
</tr>
<tr>
<td>DA.912.H.2.2:</td>
<td>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.</td>
</tr>
<tr>
<td>DA.912.H.2.3:</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., improvisation, trial and error, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
</tr>
<tr>
<td>DA.912.H.3.2:</td>
<td>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., literature, theatre, program music</td>
</tr>
<tr>
<td>DA.912.H.3.5:</td>
<td>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</td>
</tr>
<tr>
<td>DA.912.O.1.1:</td>
<td>Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., appropriate attire, professional respect, traditions, procedures</td>
</tr>
<tr>
<td>DA.912.O.1.2:</td>
<td>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</td>
</tr>
</tbody>
</table>
Clarifications:
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
- Determine the meaning of symbols, key terms, and other domain-specific words as they are used in a specific scientific or technical context relevant to grades 9–10 topics and topics.
- Synthesize a variety of choreographic principles and structures to create a dance.
- Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.

LAFS.910.RST.2.4: 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.2.4: Write routine multistage reports and papers (e.g., laboratory reports, research papers, visual and technical manuals, critiques, and proposals) that develop claims, conclusions, and evidence through expository, informative, or explanatory support. In routine multistage reports and papers, they engage and present a central claim clearly, efficiently, and logically through various means of organization and development.

LAFS.910.WHST.2.5: 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.

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

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.
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 $7 \times 8$ 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 $2 \times 7$ 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 $y$.

**MAFS.K12.MP.7.1:**

Students will see $7 \times 8$ 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 $2 \times 7$ 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.

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**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

**Course Length:** Year (Y)

**Course Level:** 2

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** Performing/Fine Arts

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**Educator Certifications**

**Dance (Elementary and Secondary Grades K-12)**
World Dance (#0300300) 2022 - And Beyond

Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>DA.912.C.1.1</td>
<td>Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.</td>
</tr>
</tbody>
</table>
| 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 | Study and analyze the importance of story or internal logic in dance and identify commonalities with other narrative formats.  
**Clarifications:**  
e.g., use of movements, elements, principles of design, lighting, costumes, music |
| 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 |
| DA.912.O.1.3 | 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.2.2: Synthesize a variety of choreographic principles and structures to create a dance.

**Clarifications:**  
**e.g., unity, variety, contrast, repetition, transition**

DA.912.S.3.8: 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.3.3: 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.2.3: Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.

**Clarifications:**  
**Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.**

DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**Clarifications:**  
**Apply feedback to improve efficiency when performing calculations.**

DA.912.S.1.1: Use feedback to improve efficiency when performing calculations.

**Clarifications:**  
**Maintain flexibility and accuracy while performing procedures and mental calculations.**

DA.912.O.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.

**Clarifications:**

- Help and support each other when attempting a new method or approach.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Help students make connections between concepts and representations.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
• 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.4.1:
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.5.1:
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.6.1:
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.

MA.K12.MTR.7.1:
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.1.1:
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.2.1:
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
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.

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.

**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.

English language learners communicate for social and instructional purposes within the school setting.

Analyze music within cultures to gain understanding of authentic performance practices.

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 EE 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.*

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<th>Course Path: Section: Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Dance &gt; SubSubject: General &gt; Abbreviated Title: WORLD DANCE</th>
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<td>Number of Credits: One (1) credit</td>
<td>Course Length: Year (Y)</td>
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<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
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<td>Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.</td>
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<td><strong>DA.912.H.2.1:</strong></td>
<td>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.</td>
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<td><strong>Clariations:</strong></td>
<td>e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costing, sets, technology, venues</td>
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<td><strong>DA.912.H.2.2:</strong></td>
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<td>Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.</td>
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<td><strong>LAFS.910.L.1.1:</strong></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<tr>
<td><strong>LAFS.910.RST.2.4:</strong></td>
<td>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.</td>
</tr>
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| **LAFS.910.E.2.I:** | 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 or 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.

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.

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.

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 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and three and seven.

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 of 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:

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
Number of Credits: Half credit (.5)
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9, 10, 11, 12
Graduation Requirement: Performing/Fine Arts

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
Course Length: Semester (S)
Course Level: 2

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
# Introduction to Dance (#0300305) 2022 - And Beyond

## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA.912.C.1.1:</td>
<td>Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., time management, refining dance steps, research</td>
</tr>
<tr>
<td>DA.912.C.1.3:</td>
<td>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., journal entries, discussion</td>
</tr>
<tr>
<td>DA.912.C.2.1:</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., improvisation, trial and error, collaboration</td>
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<tr>
<td>DA.912.C.3.1:</td>
<td>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
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<td>DA.912.C.3.2:</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</td>
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<td><strong>Clarifications:</strong></td>
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<td>DA.912.F.3.8:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<tr>
<td>DA.912.H.1.2:</td>
<td>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</td>
</tr>
<tr>
<td>DA.912.H.1.3:</td>
<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
</tr>
<tr>
<td>DA.912.H.1.4:</td>
<td>Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.</td>
</tr>
<tr>
<td>DA.912.H.2.1:</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues</td>
</tr>
<tr>
<td>DA.912.H.2.2:</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., literature, theatre, program music</td>
</tr>
<tr>
<td>DA.912.H.3.2:</td>
<td>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., improvisation, trial and error, collaboration</td>
</tr>
<tr>
<td>DA.912.H.3.5:</td>
<td>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</td>
</tr>
<tr>
<td>DA.912.O.1.1:</td>
<td>Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., appropriate attire, professional respect, traditions, procedures</td>
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<tr>
<td>DA.912.O.1.2:</td>
<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
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<tr>
<td>DA.912.O.2.2:</td>
<td>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Alley, Agnes de Mille</td>
</tr>
<tr>
<td>DA.912.O.3.3:</td>
<td>Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., stage directions, lighting, equipment</td>
</tr>
<tr>
<td>DA.912.O.3.5:</td>
<td>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., time management, refining dance steps, research</td>
</tr>
<tr>
<td>DA.912.S.2.1:</td>
<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., repetition, revision, refinement, focus</td>
</tr>
<tr>
<td>DA.912.S.2.2:</td>
<td>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</td>
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<td><strong>Clarifications:</strong></td>
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<tr>
<td>DA.912.S.3.2:</td>
<td>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
</tr>
<tr>
<td>DA.912.S.3.3:</td>
<td>Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., repetition, revision, refinement, focus</td>
</tr>
<tr>
<td><strong>•</strong> Analyze the problem in a way that makes sense given the task.</td>
<td></td>
</tr>
<tr>
<td><strong>•</strong> Ask questions that will help with solving the task.</td>
<td></td>
</tr>
<tr>
<td><strong>•</strong> Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<tr>
<td><strong>•</strong> Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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</tr>
<tr>
<td><strong>•</strong> Help and support each other when attempting a new method or approach.</td>
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</tr>
</tbody>
</table>
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.
- 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.

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.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**MA.K12.MTR.6.1:**
General Course Information and 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;

GENERAL NOTES

Students who encourage students to 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.

Cite evidence to explain and justify reasoning.

- 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. 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.

Use appropriate voice and tone when speaking or writing.

- 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.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

- 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 the appropriate social and academic language to discuss texts.

General Course Information and 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 of proper health and nutrition.

Students will apply requisite knowledge via exploration and performance of various styles. Public performances may serve as a culminating 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.

<table>
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<th>GENERAL INFORMATION</th>
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<td>Course Number: 0300305</td>
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<tr>
<td><strong>Number of Credits:</strong> Half credit (.5)</td>
</tr>
<tr>
<td><strong>Course Type:</strong> Core Academic Course</td>
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<tr>
<td><strong>Course Status:</strong> State Board Approved</td>
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<tr>
<td>Grade Level(s): 9,10,11,12</td>
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</tbody>
</table>

**Educator Certifications**

Dance (Elementary and Secondary Grades K-12)
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>DA.912.C.1.2:</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
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<td>DA.912.C.2.1:</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</td>
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<td><strong>Clarifications:</strong></td>
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<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</td>
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<td>DA.912.H.1.2:</td>
<td>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</td>
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<tr>
<td>DA.912.H.1.6:</td>
<td>Survey specific, exemplary repertoire and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., Swan Lake, Serenade, West Side Story, Revelations</td>
</tr>
<tr>
<td>DA.912.H.3.3:</td>
<td>Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.</td>
</tr>
<tr>
<td>DA.912.H.3.5:</td>
<td>Use proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</td>
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<td>DA.912.O.1.1:</td>
<td>Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.</td>
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<td>DA.912.O.1.2:</td>
<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., appropriate attire, professional respect, traditions, procedures</td>
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<td>DA.912.O.1.3:</td>
<td>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., tendu-dégagé-grand battement-grand jeté</td>
</tr>
<tr>
<td>DA.912.O.3.1:</td>
<td>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</td>
</tr>
<tr>
<td>DA.912.O.3.2:</td>
<td>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</td>
</tr>
<tr>
<td>DA.912.O.3.5:</td>
<td>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., stage directions, lighting, equipment</td>
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<td>DA.912.S.1.4:</td>
<td>Create dance studies using dance vocabulary and innovative movement.</td>
</tr>
<tr>
<td>DA.912.S.2.1:</td>
<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
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<td>DA.912.S.2.2:</td>
<td>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</td>
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<td><strong>Clarifications:</strong></td>
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<td>DA.912.S.2.4:</td>
<td>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</td>
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<tr>
<td>DA.912.S.3.1:</td>
<td>Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.</td>
</tr>
<tr>
<td>DA.912.S.3.2:</td>
<td>Develop and maintain flexibility, strength, and stamina for wellness and performance.</td>
</tr>
<tr>
<td>DA.912.S.3.5:</td>
<td>Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rise, one foot to two feet, hand</td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>c. Propose 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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Standard Relation to Course: Supporting</td>
<td>LAFS.910.SL.1.2:</td>
</tr>
<tr>
<td>--------------------------------------</td>
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</tr>
<tr>
<td>LAFS.910.SL.1.3:</td>
<td>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.4:</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.910.WHST.2.4:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>LAFS.910.WHST.3.9:</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>PE.912.C.2.2:</td>
<td>Apply terminology and etiquette in dance.</td>
</tr>
<tr>
<td>PE.912.C.2.3:</td>
<td>Analyze the movement performance of self and others.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Some examples are video analysis and checklist.</td>
</tr>
<tr>
<td>PE.912.M.1.15:</td>
<td>Select and apply sport/activity specific warm-up and cool-down techniques.</td>
</tr>
<tr>
<td>Use appropriate tools strategically.</td>
<td>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.</td>
</tr>
<tr>
<td>MAFS.K12.MP.5.1:</td>
<td>Standard Relation to Course: Supporting</td>
</tr>
<tr>
<td>Attend to precision.</td>
<td>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.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1:</td>
<td>Standard Relation to Course: Supporting</td>
</tr>
<tr>
<td>Look for and make use of structure.</td>
<td>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 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 x 7 and 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 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 x 7 and 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.</td>
</tr>
<tr>
<td>MAFS.K12.MP.7.1:</td>
<td>Standard Relation to Course: Supporting</td>
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<td>Predict how healthy behaviors can affect health status.</td>
<td>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 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 x 7 and 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.</td>
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<tr>
<td>HE.912.C.1.1:</td>
<td>Clarifications:</td>
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<tr>
<td>Predict how healthy behaviors can affect health status.</td>
<td>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.</td>
</tr>
<tr>
<td>HE.912.C.1.4:</td>
<td>Clarifications:</td>
</tr>
<tr>
<td>Propose strategies to reduce or prevent injuries and health problems.</td>
<td>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</td>
</tr>
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<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td>TH.912.C.2.7:</td>
<td>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.</td>
</tr>
<tr>
<td>VA.912.C.2.2:</td>
<td>Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.</td>
</tr>
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</table>

### 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
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

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 TECNO 1
Course Length: Year (Y)
Course Level: 2

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
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<tbody>
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<td>DA.912.C.1.2</td>
<td>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. <strong>Clarifications:</strong> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
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<td>DA.912.C.2.1</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. <strong>Clarifications:</strong> e.g., improvisation, trial and error, collaboration</td>
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<td>DA.912.C.3.2</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. <strong>Clarifications:</strong></td>
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<td>DA.912.F.3.8</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<td>DA.912.H.1.2</td>
<td>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</td>
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<td>DA.912.H.1.6</td>
<td>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. <strong>Clarifications:</strong> e.g., Swan Lake, Serenade, West Side Story, Revelations</td>
</tr>
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<td>DA.912.H.3.3</td>
<td>Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.</td>
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<td>DA.912.H.3.5</td>
<td>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</td>
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<tr>
<td>DA.912.O.1.1</td>
<td>Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.</td>
</tr>
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<td>DA.912.O.1.2</td>
<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions. <strong>Clarifications:</strong> e.g., appropriate attire, professional respect, traditions, procedures</td>
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<td>DA.912.O.1.3</td>
<td>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. <strong>Clarifications:</strong> e.g., tendu-dégagé-grand battement-grand jeté</td>
</tr>
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<td>DA.912.O.3.1</td>
<td>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</td>
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<td>DA.912.O.3.2</td>
<td>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</td>
</tr>
<tr>
<td>DA.912.O.3.5</td>
<td>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. <strong>Clarifications:</strong> e.g., stage directions, lighting, equipment</td>
</tr>
<tr>
<td>DA.912.S.1.4</td>
<td>Create dance studies using dance vocabulary and innovative movement.</td>
</tr>
<tr>
<td>DA.912.S.2.1</td>
<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
</tr>
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<td>DA.912.S.2.2</td>
<td>Apply corrections and concepts from previously learned steps to different material to improve processing of new information. <strong>Clarifications:</strong> e.g., repetition, revision, refinement, focus</td>
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<tr>
<td>DA.912.S.2.4</td>
<td>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</td>
</tr>
<tr>
<td>DA.912.S.3.1</td>
<td>Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.</td>
</tr>
<tr>
<td>DA.912.S.3.5</td>
<td>Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. <strong>Clarifications:</strong> e.g., rise, one foot to two feet, hand</td>
</tr>
<tr>
<td>DA.912.S.3.2</td>
<td>Develop and maintain flexibility, strength, and stamina for wellness and performance.</td>
</tr>
</tbody>
</table>
| 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. **Clarifications:** |
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.
- 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.
- 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.
- 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.

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.

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.1.1:

ELA.K12.EE.3.1:
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:
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.

Predic 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.1.1:

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.

HE.912.C.1.4:

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 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

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<td>Course Path: Section: Grades PreK to 12 Education</td>
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<tr>
<td>Courses &gt; Grade Group: Grades 9 to 12 and Adult</td>
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<tr>
<td>Education Courses &gt; Subject: Dance &gt; SubSubject: General</td>
</tr>
<tr>
<td>Abbreviated Title: DANCE TECNS 1</td>
</tr>
<tr>
<td>Course Length: Year (Y)</td>
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<tr>
<td>Course Level: 2</td>
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Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
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<th>Name</th>
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<td>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.</td>
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<td>DA.912.C.2.1</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</td>
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<td>DA.912.C.2.1</td>
<td><strong>Clarifications:</strong>&lt;br&gt;e.g., improvisation, trial and error, collaboration</td>
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<td>DA.912.C.2.3</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
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<td>DA.912.C.3.2</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</td>
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<td>DA.912.C.3.2</td>
<td><strong>Clarifications:</strong>&lt;br&gt;e.g., time management, refining dance steps, research</td>
</tr>
<tr>
<td>DA.912.F.1.3</td>
<td>Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.</td>
</tr>
<tr>
<td>DA.912.F.3.5</td>
<td>Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.</td>
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<td>DA.912.F.3.8</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<td>DA.912.H.1.3</td>
<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
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<tr>
<td>DA.912.H.1.5</td>
<td>Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.</td>
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<tr>
<td>DA.912.H.3.2</td>
<td>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</td>
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<tr>
<td>DA.912.H.3.2</td>
<td><strong>Clarifications:</strong>&lt;br&gt;e.g., literature, theatre, program music</td>
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<td>DA.912.H.3.3</td>
<td>Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.</td>
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<td>DA.912.O.1.3</td>
<td>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</td>
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<td><strong>Clarifications:</strong>&lt;br&gt;e.g., tendu-dégagé-grand battement-grand jeté</td>
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<td>DA.912.O.3.1</td>
<td>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</td>
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<td>DA.912.O.3.2</td>
<td>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</td>
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<td>DA.912.S.2.1</td>
<td>Create dance studies using dance vocabulary and innovative movement.</td>
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<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
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<td>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</td>
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<td>Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.</td>
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<td>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</td>
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<td>Develop and maintain flexibility, strength, and stamina for wellness and performance.</td>
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<td>Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.</td>
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<td>Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.</td>
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<td>Use resistance, energy, time, and focus to vary expression and intent.</td>
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<td>DA.912.S.3.7</td>
<td>Move with agility, alone and relative to others, to perform complex dance sequences.</td>
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<td>DA.912.S.3.8</td>
<td>Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.</td>
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</tr>
<tr>
<td>LAFS.910.RST.2.4</td>
<td>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.</td>
</tr>
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</table>
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. Propose 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.1.1: 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.1.2: 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.1.3: 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.SL.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.4: Draw evidence from informational texts to support analysis, reflection, and research.

PE.912.C.2.2: Analyze the movement performance of self and others.

Clarifications:

Some examples are video analysis and checklist.

PE.912.C.2.3: Select and apply sport/activity specific warm-up and cool-down techniques.

PE.912.C.2.1: 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 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

LAFS.910.WHST.3.9: Apply terminology and etiquette in dance.

LAFS.910.WHST.3.5: Analyze the movement performance of self and others.

MAFS.K12.MP.5.1: 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.6.1: Attend to precision.

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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x2 + 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

MAFS.K12.MP.7.1: Look for and make use of structure.

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.

HE.912.C.1.1: Propose strategies to reduce or prevent injuries and health problems.

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:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1: Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

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: 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.

Clarifications:

Positive behaviors:

-=E=actively listen;=C=take notes;

-=E=work with peers to set rules for collegial discussions and decide-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

-=E=propose 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.

-=E=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.
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
Course Length: Year (Y)
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)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Clarifications</th>
</tr>
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<tbody>
<tr>
<td>DA.912.C.1.2:</td>
<td>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.</td>
<td>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
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<tr>
<td>DA.912.C.2.1:</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</td>
<td>e.g., improvisation, trial and error, collaboration</td>
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<tr>
<td>DA.912.C.2.3:</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
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<tr>
<td>DA.912.C.3.2:</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</td>
<td>e.g., time management, refining dance steps, research</td>
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<td>DA.912.F.1.3:</td>
<td>Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.</td>
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<td>DA.912.F.3.5:</td>
<td>Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.</td>
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<td>DA.912.F.3.8:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<td>DA.912.H.1.3:</td>
<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
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<td>DA.912.H.1.5:</td>
<td>Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.</td>
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<td>DA.912.H.3.2:</td>
<td>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</td>
<td>e.g., literature, theatre, program music</td>
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<td>DA.912.H.3.3:</td>
<td>Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.</td>
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<td>DA.912.H.3.5:</td>
<td>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</td>
<td>e.g., appropriate attire, professional respect, traditions, procedures</td>
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<td>DA.912.O.1.2:</td>
<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</td>
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<td>DA.912.O.1.3:</td>
<td>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</td>
<td>e.g., tendu-dégagé-grand battement-grand jeté</td>
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<td>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</td>
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<td>Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.</td>
<td>e.g., arabesque, lateral T, jazz hands</td>
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### MA.K12.MTR.1.1

- 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.

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### 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.

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### 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.

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### 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.
- 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.

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### 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.

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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.

### MA.K12.MTR.6.1
Apply mathematics to real-world contexts.

- Teachers who encourage students to apply mathematics to real-world contexts:
  - Use appropriate voice and tone when speaking or writing.
  - Use the accepted rules governing a specific format to create quality work.
  - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
  - Use the acceptable rules governing a specific format to create quality work.
  - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

### MA.K12.MTR.7.1
Apply mathematics to real-world contexts.

- Teachers who encourage students to apply mathematics to real-world contexts:
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.
  - 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.

### ELA.K12.EE.1.1
Use appropriate voice and tone when speaking or writing.

- Students will use the terms and apply them in 2nd grade and beyond.
- Students continue with previous skills and use a style guide to create a proper citation.
- Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Use appropriate voice and tone when speaking or writing.
  - Use the accepted rules governing a specific format to create quality work.
  - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

### ELA.K12.EE.2.1
Read and comprehend grade-level complex texts proficiently.

- 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.

### ELA.K12.EE.3.1
Make inferences to support comprehension.

- 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.
- 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.
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### ELA.K12.EE.4.1
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

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### ELA.K12.EE.5.1
Use the accepted rules governing a specific format to create quality work.

- Teachers who encourage students to apply mathematics to real-world contexts:
  - Use appropriate voice and tone when speaking or writing.
  - Use the accepted rules governing a specific format to create quality work.
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### PE.912.C.2.2:
Analyze the movement performance of self and others.

### PE.912.C.2.3:
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.

### PE.912.M.1.15:
Predict how healthy behaviors can affect health status.
### 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 EE and MTR, 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:

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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**

<table>
<thead>
<tr>
<th>Course Number: 0300320</th>
<th>Course Path: Section: Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Dance &gt; SubSubject: General</th>
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<tbody>
<tr>
<td>Number of Credits: One (1) credit</td>
<td>Abbreviated Title: DANCE TECHNQS 2</td>
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<td>Course Type: Elective Course</td>
<td>Course Length: Year (Y)</td>
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<tr>
<td>Course Status: State Board Approved</td>
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<td>Graduation Requirement: Performing/Fine Arts</td>
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## Dance Techniques 3 Honors (#0300330) 2015 - 2022 (current)

### Course Standards

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**DA.912.H.3.4:**
- 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:**
- 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.

**DA.912.O.1.5:**
- Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.

**DA.912.O.2.1:**
- Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.

**DA.912.O.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:**
- Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.

**DA.912.O.3.5:**
- Synthesize a variety of choreographic principles and structures to create a dance.

**DA.912.S.1.1:**
- Perform dance vocabulary with musicality and sensitivity.

**DA.912.S.1.2:**
- Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.

**DA.912.S.1.3:**
- Use resistance, energy, time, and focus to vary expression and intent.

**DA.912.S.1.4:**
- Move with agility, alone and relative to others, to perform complex dance sequences.

**DA.912.S.1.5:**
- Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.

**DA.912.S.2.1:**
- Apply corrections and concepts from previously learned steps to different material to improve processing of new information.

**DA.912.S.2.2:**
- Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.

**DA.912.S.2.3:**
- Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.

**DA.912.S.2.4:**
- Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.

**DA.912.S.2.5:**
- Create dance studies using dance vocabulary and innovative movement.

**DA.912.S.2.6:**
- Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

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**DA.912.S.3.7:**
- 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:**
- 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.1.2:**
- 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.1.3:**
- 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 resources 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. Propose strategies to reduce or prevent injuries and health problems.  
| | 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: | Analyze the movement performance of self and others.  
| PE.912.C.2.3: | 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: | 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.  

| 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.5.1: | 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 5 × 7 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 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 or adding an auxiliary geometric figure. Young students might notice that three and seven more is the same amount as seven and three more. Older students 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: | 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: | Clarifications:  
| | Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.  
| 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.

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.

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Education Courses > Subject: Dance > SubSubject:
General >
Abbreviated Title: DANCE TECHNQS 3 HON
Course Length: Year (Y)
Course Attributes: Honors
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Educator Certifications

Dance (Elementary and Secondary Grades K-12)
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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.3.4:**

Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.

**Clarifications:**
e.g., appropriate attire, professional respect, traditions, procedures

**DA.912.O.1.2:**

Apply standards of class and performance etiquette consistently to attain optimal working conditions.

**Clarifications:**
e.g., tendu-dégagé-grand battement-grand jeté

**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., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation

**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., unity, variety, contrast, repetition, transition

**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:**

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**Clarifications:**
Foster perseverance in students by choosing tasks that are challenging.

**DA.912.O.2.3:**

Help and support each other when attempting a new method or approach.

**Clarifications:**
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:**

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.
<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1:</th>
<th>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clariﬁcations:</strong> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
<td>- 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
<th>Complete tasks with mathematical ﬂuency. Mathematicians who complete tasks with mathematical ﬂuency:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clariﬁcations:</strong> Teachers who encourage students to complete tasks with mathematical ﬂuency:</td>
<td>- 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clariﬁcations:</strong> Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:</td>
<td>- 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
<th>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clariﬁcations:</strong> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</td>
<td>- 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.6.1:</th>
<th>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clariﬁcations:</strong> Teachers who encourage students to assess the reasonableness of solutions:</td>
<td>- Have students estimate or predict solutions prior to solving. - Prompt students to continually ask, “Does this solution make sense? How do you know?”</td>
</tr>
</tbody>
</table>
- 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:**

**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.

### Cite evidence to explain and justify reasoning.

**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.

### Read and comprehend grade-level complex texts proficiently.

**ELA.K12.EE.3.1:**

**Clarifications:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

### Make inferences to support comprehension.

**MA.K12.MTR.7.1:**

**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.

### Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**ELA.K12.EE.4.1:**

**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.

### Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.5.1:**

**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.

### Apply terminology and etiquette in dance.

**PE.912.C.2.2:**

**Clarifications:**
- Some examples are video analysis and checklist.

### Analyze the movement performance of self and others.

**PE.912.C.2.3:**

**Clarifications:**
- Some examples are video analysis and checklist.

### Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.

**PE.912.C.2.25:**

**Clarifications:**
- Some examples of dances are hip-hop, social, step and line.

### Perform advanced dance sequences from a variety of dances accurately.

**PE.912.C.2.25:**

**Clarifications:**
- Some examples of dances are hip-hop, social, step and line.

### Select and apply sport/activity specific warm-up and cool-down techniques.

**PE.912.M.1.15:**

**Clarifications:**
- Some examples of dances are hip-hop, social, step and line.

### Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

**PE.912.M.1.19:**

**Clarifications:**
- Some examples of dances are hip-hop, social, step and line.

### Predict how healthy behaviors can affect health status.

**HE.912.C.1.1:**

**Clarifications:**
- Some examples of dances are hip-hop, social, step and line.

### Propose strategies to reduce or prevent injuries and health problems.

**HE.912.C.1.1:**

**Clarifications:**
- Some examples of dances are hip-hop, social, step and line.
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.

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: 0300330
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Graduation Requirement: Performing/Fine Arts

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
Course Length: Year (Y)
Course Attributes:
- Honors

Course Level: 3

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| **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.

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 proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.

DA.912.H.3.4: 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: 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.

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.

DA.912.O.2.1: Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.

DA.912.O.2.2: Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.

DA.912.O.2.3: Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.

DA.912.O.3.1: Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.

DA.912.O.3.2: Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.

DA.912.O.3.3: Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.

DA.912.O.3.4: Devise and/or use a method of recording or documenting choreography to remember and archive works.

DA.912.O.3.5: Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.

DA.912.S.1.1: 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.2.1: Create dance studies using dance vocabulary and innovative movement.

DA.912.S.2.2: 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.2.5: 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.O.3.5: Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.

Perform dance vocabulary with musicality and sensitivity.

Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.

Use resistance, energy, time, and focus to vary expression and intent.

Move with agility, alone and relative to others, to perform complex dance sequences.

Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.

Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.

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 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 11–12 texts, topics, 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. Propose 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.

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.

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.

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.

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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 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.

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:
## Educator Certifications

<table>
<thead>
<tr>
<th>Dance (Elementary and Secondary Grades K-12)</th>
<th>Honors</th>
</tr>
</thead>
</table>

**Course Type:** Core Academic Course  
**Course Status:** Course Approved  
**Grade Level(s):** 9, 10, 11, 12  
**Graduation Requirement:** Performing/Fine Arts
<table>
<thead>
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<th>Name</th>
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<td>DA.912.C.1.2:</td>
<td><strong>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.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
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<td><strong>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., journal entries, discussion</td>
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<td>DA.912.C.1.4:</td>
<td><strong>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.</strong></td>
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<td>DA.912.C.2.1:</td>
<td><strong>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., improvisation, trial and error, collaboration</td>
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<td>DA.912.C.2.2:</td>
<td><strong>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.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</td>
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<td>DA.912.C.2.3:</td>
<td><strong>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</strong></td>
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<td>DA.912.C.2.4:</td>
<td><strong>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</strong></td>
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<td>DA.912.C.3.1:</td>
<td><strong>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</strong></td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
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<td>DA.912.C.3.2:</td>
<td><strong>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., time management, refining dance steps, research</td>
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<td>DA.912.F.1.1:</td>
<td><strong>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</td>
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<td>DA.912.F.1.3:</td>
<td><strong>Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.</strong></td>
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<td><strong>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</td>
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<td>DA.912.F.2.2:</td>
<td><strong>Investigate local, regional, state, national, and global resources to support dance-related work and study.</strong></td>
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<td>e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</td>
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<td>DA.912.F.3.2:</td>
<td><strong>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.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</td>
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<tr>
<td>DA.912.F.3.3:</td>
<td><strong>Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., attire, etiquette, professional presentation, technique, conditioning</td>
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<tr>
<td>DA.912.F.3.4:</td>
<td><strong>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.</strong></td>
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<td>DA.912.F.3.6:</td>
<td><strong>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</td>
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<td>DA.912.F.3.7:</td>
<td><strong>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., collaboration, scheduling, accountability, follow-through</td>
</tr>
<tr>
<td>DA.912.F.3.8:</td>
<td><strong>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</strong></td>
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<tr>
<td>DA.912.F.3.10:</td>
<td><strong>Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.</strong></td>
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</table>
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.

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.
DA.912.H.3.3: Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
DA.912.H.3.4: Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.

DA.912.H.3.5: Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
DA.912.O.1.1: Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
DA.912.O.1.2: Apply standards of class and performance etiquette consistently to attain optimal working conditions.

DA.912.O.1.3: Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
DA.912.O.1.4: Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer.
DA.912.O.2.1: Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.
DA.912.O.2.2: Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.
DA.912.O.2.3: Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.1: Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
DA.912.O.3.2: Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.

DA.912.O.3.4: Devise and/or use a method of recording or documenting choreography to remember and archive works.
DA.912.O.3.5: Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
DA.912.O.3.6: Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.O.3.7: Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.O.3.8: Create dance studies using dance vocabulary and innovative movement.
DA.912.O.3.9: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

DA.912.O.3.10: Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.O.3.11: Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.O.3.12: Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.O.3.13: Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.

DA.912.O.3.14: Develop and maintain flexibility, strength, and stamina for wellness and performance.

Clarifications:
- e.g., Swan Lake, Serenade, West Side Story, Revelations
- e.g., literature, theatre, program music
- e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event
- e.g., tendu-dégagé-grand battement-grand jeté
- e.g., purposes of warm-ups, progressions, phrase work
- e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
- e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille
- e.g., Labanotation
- e.g., stage directions, lighting, equipment
- e.g., repetition, revision, refinement, focus
| 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. |
| 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.
- 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.

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.

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.

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.

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.

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. 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.
Use the accepted rules governing a specific format to create quality work.

| ELA.K12.EE.5.1: | 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: | 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. |

Use appropriate voice and tone when speaking or writing.

| PE.912.C.2.2: | Apply terminology and etiquette in dance. |
| PE.912.C.2.3: | Clarifications: Some examples are video analysis and checklist. |
| PE.912.C.2.25: | Clarifications: Some examples of dances are hip-hop, social, step and line. |

Analyze the movement performance of self and others.

| PE.912.M.1.7: | Clarifications: Some examples of advanced dance sequences include a variety of dances accurately. |
| PE.912.M.1.15: | Select and apply sport/activity specific warm-up and cool-down techniques. |
| TH.912.C.1.4: | Clarifications: Some examples of dances are hip-hop, social, step and line. |

Perform advanced dance sequences from a variety of dances accurately.

| TH.912.C.2.7: | Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. |

Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.

| 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. |

Propose strategies to reduce or prevent injuries and health problems.

| 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: | Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources. |

Predict how healthy behaviors can affect health status.

| 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 EE and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](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](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 |
| 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 TECHNQS 4 HON |
| Course Length: | Year (Y) |
| Course Attributes: | Honors |
| 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)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<td>DA.912.C.1.1</td>
<td>Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.</td>
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<td>DA.912.C.1.2</td>
<td>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.</td>
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<td><strong>Clarifications:</strong> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
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<td>DA.912.C.1.3</td>
<td>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</td>
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<td><strong>Clarifications:</strong> e.g., Journal entries, discussion</td>
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<td>DA.912.C.1.4</td>
<td>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.</td>
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<td>DA.912.C.2.1</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</td>
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<td><strong>Clarifications:</strong> e.g., improvisation, trial and error, collaboration</td>
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<td>DA.912.C.2.2</td>
<td>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.</td>
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<td>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</td>
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<td>DA.912.F.1.1</td>
<td>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</td>
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<td><strong>Clarifications:</strong> e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</td>
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<td>DA.912.F.1.2</td>
<td>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</td>
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<tr>
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<td><strong>Clarifications:</strong> e.g., synchronous virtual performance, visual projections, motion-response technology, lighting</td>
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<td>DA.912.F.1.3</td>
<td>Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.</td>
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<td>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</td>
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<td>DA.912.F.2.2</td>
<td>Investigate local, regional, state, national, and global resources to support dance-related work and study.</td>
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<td><strong>Clarifications:</strong> e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</td>
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<td>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.</td>
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<td><strong>Clarifications:</strong> e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</td>
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<td>DA.912.F.3.5</td>
<td>Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.</td>
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<td>DA.912.F.3.6</td>
<td>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</td>
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<td>DA.912.F.3.7</td>
<td>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</td>
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<td>DA.912.F.3.8</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<td>DA.912.F.3.10</td>
<td>Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.</td>
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<td>DA.912.H.1.1</td>
<td>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</td>
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Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.

Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.

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.

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.

Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.

Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.

Apply standards of class and performance etiquette consistently to attain optimal working conditions.

Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.

Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.

Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.

Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.

Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.

Devise and/or use a method of recording or documenting choreography to remember and archive works.

Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.

Synthesize a variety of choreographic principles and structures to create a dance.

Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.

Create dance studies using dance vocabulary and innovative movement.

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.

Develop and maintain flexibility, strength, and stamina for wellness and performance.

Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.

Perform dance vocabulary with musicality and sensitivity.

Use resistance, energy, time, and focus to vary expression and intent.

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 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 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. Propose 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.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Analyze the movement performance of self and others.

Some examples are video analysis and checklist.
Select and apply sport/activity specific warm-up and cool-down techniques.

Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

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**

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.

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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and students will see 7 × 8 equals the well remembered 7 × 5 + 7.

**Standard Relation to Course: Supporting**

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.

- **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.

**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.*
**Educator Certifications**

Dance (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA.912.C.1.1</td>
<td>Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.</td>
</tr>
<tr>
<td>DA.912.C.1.2</td>
<td>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. <strong>Clarifications:</strong> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
</tr>
<tr>
<td>DA.912.C.1.3</td>
<td>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. <strong>Clarifications:</strong> e.g., Journal entries, discussion</td>
</tr>
<tr>
<td>DA.912.C.1.4</td>
<td>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.</td>
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<tr>
<td>DA.912.C.2.1</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. <strong>Clarifications:</strong> e.g., improvisation, trial and error, collaboration</td>
</tr>
<tr>
<td>DA.912.C.2.2</td>
<td>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. <strong>Clarifications:</strong> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</td>
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<td>DA.912.C.2.4</td>
<td>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</td>
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<td>DA.912.C.3.2</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. <strong>Clarifications:</strong> e.g., time management, refining dance steps, research</td>
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<tr>
<td>DA.912.F.1.1</td>
<td>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. <strong>Clarifications:</strong> e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</td>
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<td>DA.912.F.1.2</td>
<td>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product. <strong>Clarifications:</strong> e.g., synchronous virtual performance, visual projections, motion-response technology, lighting</td>
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<td>DA.912.F.1.3</td>
<td>Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.</td>
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<td>DA.912.F.2.1</td>
<td>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. <strong>Clarifications:</strong> e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</td>
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<td>DA.912.F.2.2</td>
<td>Investigate local, regional, state, national, and global resources to support dance-related work and study. <strong>Clarifications:</strong> e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</td>
</tr>
<tr>
<td>DA.912.F.3.2</td>
<td>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. <strong>Clarifications:</strong> e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</td>
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<td>DA.912.F.3.5</td>
<td>Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.</td>
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<td>DA.912.F.3.6</td>
<td>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. <strong>Clarifications:</strong> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</td>
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Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.

Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.

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.

Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their purposes, possible variations, and connections of dance vocabulary. Demonstrate understanding by representing problems in multiple ways.

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

Developing students' ability to analyze and problem solve:
- Help and support each other when attempting a new method or approach.
- Ask questions that will help with solving the task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Analyze the problem in a way that makes sense given the task.

Devise and/or use a method of recording or documenting choreography to remember and archive works.

Use accurate dance and theater terminology to communicate effectively with teachers, directors, dancers, and technical crews.

Perform dance vocabulary with musicality and sensitivity.

Use resistance, energy, time, and focus to vary expression and intent.

Develop and maintain flexibility, strength, and stamina for wellness and performance.

Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.

Synthesize a variety of choreographic principles and structures to create a dance.

Guide students from concrete to pictorial to abstract representations as understanding progresses.

Synthesize a variety of choreographic principles and structures to create a dance.

Teachers 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.

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.

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

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1: Complete tasks with mathematical fluency.</th>
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<td>Mathematicians who complete tasks with mathematical fluency:</td>
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<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
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<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<tr>
<td>• Complete tasks accurately and with confidence.</td>
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<tr>
<td>• Adapt procedures to apply them to a new context.</td>
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<tr>
<td>• Use feedback to improve efficiency when performing calculations.</td>
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</tbody>
</table>

**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.

<table>
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<tr>
<th>MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.</th>
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<td>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
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<tr>
<td>• Communicate mathematical ideas, vocabulary and methods effectively.</td>
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<tr>
<td>• Analyze the mathematical thinking of others.</td>
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<tr>
<td>• Compare the efficiency of a method to those expressed by others.</td>
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<tr>
<td>• Recognize errors and suggest how to correctly solve the task.</td>
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<tr>
<td>• Justify results by explaining methods and processes.</td>
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<tr>
<td>• Construct possible arguments based on evidence.</td>
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</table>

**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.

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<th>MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.</th>
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<td>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</td>
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<td>• Focus on relevant details within a problem.</td>
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<tr>
<td>• Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
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<tr>
<td>• Decompose a complex problem into manageable parts.</td>
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<tr>
<td>• Relate previously learned concepts to new concepts.</td>
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<tr>
<td>• Look for similarities among problems.</td>
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<tr>
<td>• Connect solutions of problems to more complicated large-scale situations.</td>
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</table>

**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 justify methods and compare their responses to the responses of their peers.

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<td>Mathematicians who assess the reasonableness of solutions:</td>
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<td>• Estimate to discover possible solutions.</td>
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<tr>
<td>• Use benchmark quantities to determine if a solution makes sense.</td>
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<tr>
<td>• Check calculations when solving problems.</td>
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<tr>
<td>• Verify possible solutions by explaining the methods used.</td>
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<tr>
<td>• Evaluate results based on the given context.</td>
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</table>

**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.

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<tr>
<th>MA.K12.MTR.7.1: Apply mathematics to real-world contexts.</th>
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<td>Mathematicians who apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td>• Connect mathematical concepts to everyday experiences.</td>
</tr>
<tr>
<td>• Use models and methods to understand, represent and solve problems.</td>
</tr>
<tr>
<td>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</td>
</tr>
</tbody>
</table>

**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.
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.1.1:**
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.2.1:**
Make inferences to support comprehension.

**ELA.K12.EE.3.1:**
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.

**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.**

**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.

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"Disabilities." 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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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

<table>
<thead>
<tr>
<th>Course Number: 0300338</th>
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<tbody>
<tr>
<td>Number of Credits: One (1) credit</td>
</tr>
<tr>
<td>Course Type: Core Academic Course</td>
</tr>
<tr>
<td>Course Status: State Board Approved</td>
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<td>Grade Level(s): 9,10,11,12</td>
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<td>Graduation Requirement: Performing/Fine Arts</td>
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| 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 |
| Course Length: Year (Y) |
| Course Level: 2 |

Educator Certifications
Dance (Elementary and Secondary Grades K-12)
Ballet 1 (#0300340) 2015 - 2022 (current)

Course Standards

<table>
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<td>PE.912.M.1.15:</td>
<td>Select and apply sport/activity specific warm-up and cool-down techniques.</td>
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<td>Clarifications:</td>
<td>Use appropriate tools strategically.</td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>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.</td>
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<tr>
<td>LAFS.910.SL.1.1:</td>
<td>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.</td>
</tr>
<tr>
<td>a.</td>
<td>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.</td>
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<td>b.</td>
<td>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.</td>
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<td>c.</td>
<td>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.</td>
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<td>d.</td>
<td>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.</td>
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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.

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.5.1:** 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.6.1:** 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 x 8 equals the well remembered 7 x 5 + 7, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 x 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.

**MAFS.K12.MP.7.1:** 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:** Clarifications:
Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

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

**MU.912.C.1.1:** Clarifications:
e.g., listening maps, active listening, checklists

**TH.912.C.2.7:** Clarifications:
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.*
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## Educator Certifications

| Dance (Elementary and Secondary Grades K-12) |
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<td>Apply corrections and concepts from previously learned steps to different material to improve processing of new information. <strong>Clarifications:</strong> e.g., repetition, revision, refinement, focus</td>
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<td>DA.912.S.2.4:</td>
<td>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</td>
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<td>Develop and maintain flexibility, strength, and stamina for wellness and performance.</td>
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<td>Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. <strong>Clarifications:</strong> e.g., rise, one foot to two feet, hand</td>
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### 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. **Clarifications:**

### 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. **Clarifications:**

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.
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
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.

**Clarifications:**
- Some examples are video analysis and checklist.

PE.912.C.2.3: Identify and 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.


**Clarifications:**
- For students to incorporate these skills appropriately, they must have instruction in how to effectively present information to do quality work.

HE.912.C.1.1: Propose strategies to reduce or prevent injuries and health problems.

**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.

**Clarifications:**
- Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

**Clariations:**
- 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.

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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

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Course Level: 2
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<td>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.  &lt;br&gt;Clarifications: e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</td>
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<td>Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.</td>
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<td>LAFS.910.RST.2.4:</td>
<td>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.  &lt;br&gt;Clarifications: e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
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<td>LAFS.910.SL.1.1:</td>
<td>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.  &lt;br&gt;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.  &lt;br&gt;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.  &lt;br&gt;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.  &lt;br&gt;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.</td>
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<td>LAFS.910.SL.1.2:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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<td>LAFS.910.SL.1.3:</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
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<td>LAFS.910.SL.2.4:</td>
<td>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.</td>
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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 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 recognize the significance of an existing line in a geometric figure and understand the importance of an appropriate scale. By carefully examining each tool’s strengths and weaknesses, they determine when such tools would be most helpful. Proficient students have the flexibility to use suitable tools as appropriate, depending on the context (e.g., graphical, numerical, physical, or real-world situations).

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. 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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 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

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
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
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

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
Course Length: Year (Y)
Course Level: 2

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
### Course Standards

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<td>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<td><strong>Clarifications:</strong></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
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<td>• Ask questions that will help with solving the task.</td>
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<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td></td>
<td>• Help and support each other when attempting a new method or approach.</td>
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### Additional 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.

- 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.

### 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.

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.

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.

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.
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.

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.

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.

Apply terminology and etiquette in dance.

Clarifications:
Some examples are video analysis and checklist.

Select and apply sport/activity specific warm-up and cool-down techniques.

 Clarifications:
Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

Clarifications:
e.g., listening maps, active listening, checklists

Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
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 EE 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
Course Length: Year (Y)
Course Level: 2

Graduation Requirement: Performing/Fine Arts

Educator Certifications
Dance (Elementary and Secondary Grades K-12)
**Course Standards**

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<td>DA.912.C.1.4:</td>
<td>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.</td>
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<td>DA.912.C.2.2:</td>
<td>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. <strong>Clarifications:</strong> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</td>
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<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
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<td>DA.912.C.2.4:</td>
<td>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</td>
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<td>DA.912.C.3.1:</td>
<td>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. <strong>Clarifications:</strong> e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
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<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. <strong>Clarifications:</strong> e.g., time management, refining dance steps, research</td>
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<td>DA.912.F.3.6:</td>
<td>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. <strong>Clarifications:</strong> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</td>
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<td>Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.</td>
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<td>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</td>
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<td>Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.</td>
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<td>DA.912.O.1.3:</td>
<td>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. <strong>Clarifications:</strong> e.g., tendu-dégagé-grand battement-grand Jeté</td>
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<td>DA.912.O.3.3:</td>
<td>Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary. <strong>Clarifications:</strong> e.g., stage directions, lighting, equipment</td>
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<td>Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.</td>
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<td>DA.912.S.3.4:</td>
<td>Perform dance vocabulary with musicality and sensitivity. <strong>Clarifications:</strong> e.g., on the counts, fill the music, emulate musical nuance</td>
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<td>DA.912.S.3.5:</td>
<td>Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. <strong>Clarifications:</strong></td>
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</tbody>
</table>
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: 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. Propose and respond to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on topics, texts, or issues; 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.RST.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.RST.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.RST.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: 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.

PE.912.M.1.15: Select and apply sport/activity specific warm-up and cool-down techniques.

PE.912.M.1.19: 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.5.1: 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.6.1: 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 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 x 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.
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 Type: Core Academic Course
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)
<table>
<thead>
<tr>
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<tr>
<td>DA.912.C.1.2:</td>
<td>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.</td>
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<td><strong>Clarifications:</strong> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
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<td>DA.912.C.1.4:</td>
<td>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.</td>
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<td>DA.912.C.2.2:</td>
<td>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.</td>
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<td><strong>Clarifications:</strong> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</td>
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<td>DA.912.C.2.3:</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
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<td>DA.912.C.2.4:</td>
<td>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</td>
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<td>DA.912.C.3.1:</td>
<td>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</td>
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<td><strong>Clarifications:</strong> e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
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<tr>
<td>DA.912.C.3.2:</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</td>
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<td><strong>Clarifications:</strong> e.g., time management, refining dance steps, research</td>
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<tr>
<td>DA.912.F.3.5:</td>
<td>Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.</td>
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<td>DA.912.F.3.6:</td>
<td>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</td>
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<td><strong>Clarifications:</strong> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</td>
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<td>DA.912.F.3.8:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<td>DA.912.F.3.10:</td>
<td>Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.</td>
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<td>DA.912.H.1.2:</td>
<td>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</td>
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<td>DA.912.H.3.3:</td>
<td>Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.</td>
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<td>DA.912.H.3.5:</td>
<td>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</td>
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<td>DA.912.O.1.2:</td>
<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</td>
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<td><strong>Clarifications:</strong> e.g., appropriate attire, professional respect, traditions, procedures</td>
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<td>DA.912.O.1.3:</td>
<td>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</td>
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<td><strong>Clarifications:</strong> e.g., tendu-dégagé-grand battement-grand Jeté</td>
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<td>DA.912.O.3.2:</td>
<td>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</td>
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<td>DA.912.O.3.3:</td>
<td>Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.</td>
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<td><strong>Clarifications:</strong> e.g., stage directions, lighting, equipment</td>
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<td>DA.912.S.1.3:</td>
<td>Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.</td>
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<td>DA.912.S.2.1:</td>
<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
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<td><strong>Clarifications:</strong> e.g., repetition, revision, refinement, focus</td>
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<td>DA.912.S.2.2:</td>
<td>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</td>
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<td>Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.</td>
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<td>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</td>
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<td>DA.912.S.3.2:</td>
<td>Develop and maintain flexibility, strength, and stamina for wellness and performance.</td>
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<td>Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.</td>
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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.
- 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.
- 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.
- 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.
- 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:
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.

**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.

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.

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.

**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. 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.

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.

**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.

Apply terminology and etiquette in dance.

PE.912.C.2.2:
Analyze the movement performance of self and others.

Clarifications:
Some examples are video analysis and checklist.

Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.

Perform advanced dance sequences from a variety of dances accurately.

Clarifications:
Some examples of dances are hip-hop, social, step and line.

Select and apply sport/activity specific warm-up and cool-down techniques.

Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

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.

Clarifications:
Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

English language learners communicate for social and instructional purposes within the school setting.

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
Course Length: Year (Y)
Course Level: 2
Number of Credits: One (1) credit
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
### Course Standards

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**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.  
**Clarifications:**  
es.g., improvisation, trial and error, collaboration
| 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.  
**Clarifications:**  
es.g., time management, refining dance steps, research
| DA.912.C.2.4: | 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.3.1: | Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.  
**Clarifications:**  
e.g., attire, etiquette, professional presentation, technique, conditioning
| DA.912.F.1.3: | Design a repertoire list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.  
**Clarifications:**  
e.g., appropriate attire, professional respect, traditions, procedures
| DA.912.F.3.1: | Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance.  
**Clarifications:**  
e.g., time management, refining dance steps, research
| DA.912.F.3.2: | Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.  
**Clarifications:**  
e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
| DA.912.F.3.3: | Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.  
**Clarifications:**  
e.g., stage directions, lighting, equipment
| DA.912.F.3.4: | Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.  
**Clarifications:**  
e.g., use of movements, elements, principles of design, lighting, costumes, music
| DA.912.F.3.5: | Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.  
**Clarifications:**  
e.g., stage directions, lighting, equipment
| DA.912.F.3.6: | 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.F.3.7: | Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.  
**Clarifications:**  
e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
| DA.912.F.3.8: | Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.  
**Clarifications:**  
e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
| DA.912.F.3.9: | Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.  
**Clarifications:**  
e.g., tendu-dégagé-grand battement-grand jeté
| DA.912.F.3.10: | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.  
**Clarifications:**  
e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues

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

**Clarifications:**

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.

**Clarifications:**
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, and express 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 illustrate 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. Propose 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.RST.2.4: 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.RST.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.RST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Standard Relation to Course: Supporting**

LAFS.1112.RST.2.4: 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.

**Clarifications:**
Some examples are video analysis and checklist.

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.

**Clarifications:**
Some examples of dances are hip-hop, social, step and line.

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.


**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.5.1: Attend to precision.

**Clarifications:**
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
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 $7 \times 8$ 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 $2 \times 7$ 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 $y$. 

**General Course Information and Notes**

**Version Description**

Students are challenged in their application of classical dance techniques and terminology associated with the traditional ballet structure. Students 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 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.*
Educator Certifications

Dance (Elementary and Secondary Grades K-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>DA.912.C.1.2:</td>
<td>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. <strong>Clarifications:</strong> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
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<tr>
<td>DA.912.C.1.3:</td>
<td>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. <strong>Clarifications:</strong> e.g., journal entries, discussion</td>
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<tr>
<td>DA.912.C.1.4:</td>
<td>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.</td>
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<td>DA.912.C.2.1:</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. <strong>Clarifications:</strong> e.g., improvisation, trial and error, collaboration</td>
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<tr>
<td>DA.912.C.2.2:</td>
<td>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. <strong>Clarifications:</strong> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other work</td>
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<td>DA.912.C.2.3:</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
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<td>DA.912.C.2.4:</td>
<td>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</td>
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<td>DA.912.C.3.1:</td>
<td>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. <strong>Clarifications:</strong> e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
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<td>DA.912.C.3.2:</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. <strong>Clarifications:</strong> e.g., time management, refining dance steps, research</td>
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<td>DA.912.F.1.3:</td>
<td>Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.</td>
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<td>DA.912.F.3.3:</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. <strong>Clarifications:</strong> e.g., attire, etiquette, professional presentation, technique, conditioning</td>
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<td>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.</td>
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<td>DA.912.F.3.5:</td>
<td>Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.</td>
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<td>DA.912.F.3.6:</td>
<td>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. <strong>Clarifications:</strong> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</td>
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<td>DA.912.F.3.8:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<td>Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.</td>
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<td>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</td>
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<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
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<td>MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:</td>
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<tr>
<td>Analyze the problem in a way that makes sense given the task.</td>
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<tr>
<td>Ask questions that will help with solving the task.</td>
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<td>Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td>Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>Help and support each other when attempting a new method or approach.</td>
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<td>Clarifications</td>
<td>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
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<td>Construct possible arguments based on evidence.</td>
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<td>Justify results by explaining methods and processes.</td>
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<td>Recognize errors and suggest how to correctly solve the task.</td>
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<td>Communicate mathematical ideas, vocabulary and methods effectively.</td>
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- 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. |

**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. |
| - 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. |

**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.

| Cite evidence to explain and justify reasoning. |
| 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. |

| Read and comprehend grade-level complex texts proficiently. |
| See Text Complexity for grade-level complexity bands and a text complexity rubric. |

| Make inferences to support comprehension. |
| 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. |
| 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. |
| ELA.K12.EE.6.1: | 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. |
| PE.912.C.2.25: | Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities. |
| PE.912.C.2.5: | Perform advanced dance sequences from a variety of dances accurately. |
| PE.912.M.1.7: | Predict how healthy behaviors can affect health status. |
| PE.912.M.1.15: | Use correct body alignment, strength, flexibility and coordination in the performance of technical movements. |
| PE.912.M.1.19: | Propose strategies to reduce or prevent injuries and health problems. |
| ELA.K12.ELL.1.1: | 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. |

**General Course Information and Notes**

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.

**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.
Educator Certifications
Dance (Elementary and Secondary Grades K-12)

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
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Course Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

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
Course Length: Year (Y)
Course Attributes:
• Honors
Course Level: 3

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

### Course Standards

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<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</td>
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<td>DA.912.F.1.3</td>
<td>Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.</td>
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<td>DA.912.F.3.7</td>
<td>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</td>
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<td>e.g., collaboration, scheduling, accountability, follow-through</td>
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<td>DA.912.F.3.8</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<td>DA.912.H.1.1</td>
<td>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</td>
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<td>DA.912.H.1.2</td>
<td>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</td>
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<td>DA.912.H.1.3</td>
<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
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<td>DA.912.H.1.6</td>
<td>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.</td>
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<tr>
<td>DA.912.H.2.2</td>
<td>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.</td>
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<td>DA.912.H.3.2</td>
<td>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., literature, theatre, program music</td>
</tr>
<tr>
<td>DA.912.H.3.4</td>
<td>Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event</td>
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<td>DA.912.H.3.5</td>
<td>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</td>
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<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., appropriate attire, professional respect, traditions, procedures</td>
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<td>DA.912.O.1.3</td>
<td>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</td>
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<td><strong>Clarifications:</strong></td>
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Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.

Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.

Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.

Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.

Synthesize a variety of choreographic principles and structures to create a dance.

Generate choreographic ideas through improvisation and physical brainstorming.

Choose a variety of choreographic structures to enhance the quality of movements, steps, phrases, or dances.

Use resistance, energy, time, and focus to vary expression and intent.

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. Propose 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.

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.

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.

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.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Draw evidence from informational texts to support analysis, reflection, and research.

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.

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.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Analyze the movement performance of self and others.

Choreograph complex dance sequences individually, with a partner or in a small group.

Analyze the relationship between music and dance.

Select appropriate music for dance forms and choreograph dance movements to music.

Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

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

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<tr>
<th>MAFS.K12.MP.6.1:</th>
<th>Attend to precision.</th>
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<td>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.</td>
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<th>MAFS.K12.MP.7.1:</th>
<th>Look for and make use of structure.</th>
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<td>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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 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 – (3x – 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.</td>
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### 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

Number of Credits: One (1) credit
Course Type: Core Academic Course
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)
## Course Standards

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<td>Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.</td>
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Perform dance pieces to express feelings, ideas, cultural identity, and other abstract concepts through movements, steps, pantomime, and gestures.

Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.

Use resistance, energy, time, and focus to vary expression and intent.

Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.

Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.

Synthesize a variety of choreographic principles and structures to create a dance.

Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.

Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.

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.

Clarifications:
- e.g., groupings, patterns, directions, levels, tempo, sequence, placement of climax
- e.g., unity, variety, contrast, repetition, transition

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- 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.

Teach students to reflect on the method they used and determine if a more efficient method could have been used.

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.

Choose a representation based on the given context or purpose.

Help students make connections between concepts and representations.

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.

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.

Recognize students’ effort when solving challenging problems.

Cultivate a community of growth mindset learners.

Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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.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
**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](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](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
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

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
Course Length: Year (Y)
Course Level: 2

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA.912.C.1.1</td>
<td>Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.</td>
</tr>
<tr>
<td>DA.912.C.1.2</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>做出，身体联系，观看，跟随，标记，可视化，想象力，使用节奏线索</td>
</tr>
<tr>
<td>DA.912.C.2.1</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., 即兴，尝试和错误，合作</td>
</tr>
<tr>
<td>DA.912.C.2.2</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., 优秀实例，关键过程，背景知识，经验，自我评估，建设性批评，比较其他作品</td>
</tr>
<tr>
<td>DA.912.C.2.3</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
</tr>
<tr>
<td>DA.912.C.2.4</td>
<td>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</td>
</tr>
<tr>
<td>DA.912.C.3.1</td>
<td>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., 运动，元素，设计原则，光线，服装，音乐</td>
</tr>
<tr>
<td>DA.912.C.3.2</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., 时间管理，细化舞步，研究</td>
</tr>
<tr>
<td>DA.912.F.1.1</td>
<td>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</td>
</tr>
<tr>
<td>DA.912.F.1.2</td>
<td>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., 同步虚拟表演，视觉投影，运动响应技术，光线</td>
</tr>
<tr>
<td>DA.912.F.1.3</td>
<td>Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.</td>
</tr>
<tr>
<td>DA.912.F.3.4</td>
<td>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.</td>
</tr>
<tr>
<td>DA.912.F.3.7</td>
<td>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., 合作，调度，问责，跟进</td>
</tr>
<tr>
<td>DA.912.F.3.8</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., 开会，直接一个工作，编舞，创建演出节目，市场营销，照片/视频，设计服装</td>
</tr>
<tr>
<td>DA.912.H.1.1</td>
<td>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</td>
</tr>
<tr>
<td>DA.912.H.1.2</td>
<td>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</td>
</tr>
<tr>
<td>DA.912.H.1.3</td>
<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
</tr>
<tr>
<td>DA.912.H.2.1</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., 华舞上芭蕾，西非舞蹈在现代，舞蹈艺术家，社会，音乐，服装，设置，技术，场地</td>
</tr>
<tr>
<td>DA.912.H.2.3</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., 其他表演和视觉艺术家，发明家，科学家</td>
</tr>
<tr>
<td>DA.912.H.3.1</td>
<td>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.</td>
</tr>
</tbody>
</table>

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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: Apply standards of class and performance etiquette consistently to attain optimal working conditions.

DA.912.O.1.2: Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.

DA.912.O.1.3: Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.

DA.912.O.1.5: Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.

DA.912.O.2.1: Generate choreographic ideas through improvisation and physical brainstorming.

DA.912.O.2.2: Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.

DA.912.O.2.3: Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.

DA.912.O.3.1: Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.

DA.912.O.3.2: Devise and/or use a method of recording or documenting choreography to remember and archive works.

DA.912.O.3.5: Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.

DA.912.O.5.1: Generate choreographic ideas through improvisation and physical brainstorming.

DA.912.O.5.2: Generate choreographic ideas through improvisation and physical brainstorming.

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.

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.1.4: 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.1.5: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LAFS.1112.SL.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.SL.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: **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. 

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

Course Level: 3

Course Attributes:
- Honors

Course Status: Course Approved
Grades: 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
## Course Standards

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<td>Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.</td>
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<td>DA.912.C.1.2:</td>
<td>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.</td>
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<tr>
<td>Clarifications:</td>
<td>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
</tr>
<tr>
<td>DA.912.C.2.1:</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</td>
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<tr>
<td>Clarifications:</td>
<td>e.g., improvisation, trial and error, collaboration</td>
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<tr>
<td>DA.912.C.2.2:</td>
<td>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.</td>
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<tr>
<td>Clarifications:</td>
<td>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</td>
</tr>
<tr>
<td>DA.912.C.2.3:</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
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<td>DA.912.C.2.4:</td>
<td>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</td>
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<td>DA.912.C.3.1:</td>
<td>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</td>
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<td>Clarifications:</td>
<td>e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
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<td>DA.912.C.3.2:</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</td>
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<td>Clarifications:</td>
<td>e.g., time management, refining dance steps, research</td>
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<td>DA.912.F.1.1:</td>
<td>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</td>
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<td>Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.</td>
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<td>Clarifications:</td>
<td>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</td>
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<td>DA.912.F.1.3:</td>
<td>Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.</td>
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<td>DA.912.F.1.4:</td>
<td>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.</td>
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<td>DA.912.F.3.4:</td>
<td>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</td>
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<tr>
<td>Clarifications:</td>
<td>e.g., collaboration, scheduling, accountability, follow-through</td>
</tr>
<tr>
<td>DA.912.F.3.8:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
</tr>
<tr>
<td>DA.912.F.3.9:</td>
<td>Choreograph, plan rehearsals, direct, and produce a concert piece; and evaluate the results to demonstrate artistic ability, leadership, and responsibility.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., tech a show, direct a work, choreograph, create show program, market, photograph/video, design costumes</td>
</tr>
<tr>
<td>DA.912.H.1.1:</td>
<td>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</td>
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<td>DA.912.H.1.2:</td>
<td>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</td>
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<td>DA.912.H.1.3:</td>
<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
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<td>DA.912.H.2.1:</td>
<td>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.</td>
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<tr>
<td>Clarifications:</td>
<td>e.g., other performing and visual artists, inventors, scientists</td>
</tr>
<tr>
<td>DA.912.H.2.3:</td>
<td>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.</td>
</tr>
<tr>
<td>DA.912.H.3.1:</td>
<td>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.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costing, sets, technology, venues</td>
</tr>
</tbody>
</table>
Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.

Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.

Apply standards of class and performance etiquette consistently to attain optimal working conditions.

Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.

Contruct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.

Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.

Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.

Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.

Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.

Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.

Devise and/or use a method of recording or documenting choreography to remember and archive works.

Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.

Synthesize a variety of choreographic principles and structures to create a dance.

Generate choreographic ideas through improvisation and physical brainstorming.

Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.

Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.

Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.

Develop and maintain flexibility, strength, and stamina for wellness and performance.

Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.

Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.

Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.

Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.

Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.

Devise and/or use a method of recording or documenting choreography to remember and archive works.

Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.

Synthesize a variety of choreographic principles and structures to create a dance.

Generate choreographic ideas through improvisation and physical brainstorming.

Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.

Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.

Develop and maintain flexibility, strength, and stamina for wellness and performance.

Use resistance, energy, time, and focus to vary expression and intent.

Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.

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.

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.

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.
<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
<th>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td></td>
<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td></td>
<td>• Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td></td>
<td>• Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td></td>
<td>• Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td></td>
<td>• Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td></td>
<td>• Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td></td>
<td>• Recognize errors and suggest how to correctly solve the task.</td>
</tr>
<tr>
<td></td>
<td>• Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td></td>
<td>• Construct possible arguments based on evidence.</td>
</tr>
</tbody>
</table>

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<th>MA.K12.MTR.5.1:</th>
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<th>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</th>
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<td>• Estimate to discover possible solutions.</td>
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<td>• Use benchmark quantities to determine if a solution makes sense.</td>
</tr>
<tr>
<td></td>
<td>• Check calculations when solving problems.</td>
</tr>
<tr>
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<td>• Verify possible solutions by explaining the methods used.</td>
</tr>
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<td>• Evaluate results based on the given context.</td>
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<td>• Connect mathematical concepts to everyday experiences.</td>
</tr>
<tr>
<td></td>
<td>• Use models and methods to understand, represent and solve problems.</td>
</tr>
<tr>
<td></td>
<td>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</td>
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</table>

| 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. |

| 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. |

| 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. |

| 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. |

| 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. |
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 must 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.1.1:**
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.2.1:**
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.3.1:**
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.4.1:**
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.5.1:**
Use appropriate voice and tone when speaking or writing.

**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:**
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.

**PE.912.C.2.2:**
Apply terminology and etiquette in dance.

**Clarifications:**
Some examples are video analysis and checklist.

**PE.912.C.2.3:**
Analyze the movement performance of self and others.

**Clarifications:**
Choreograph complex dance sequences individually, with a partner or in a small group.

**PE.912.C.4:**
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:**
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.

**HE.912.C.1.4:**
English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SI.1:**
Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

**TH.912.C.2.8:**
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.
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- 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.
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 EE 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.**

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**GENERAL INFORMATION**

- **Course Number:** 0300390
- **Course Path:** 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
- **Course Length:** Year (Y)
- **Course Attributes:** Honors
- **Course Level:** 3
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** State Board Approved
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Performing/Fine Arts

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**Educator Certifications**

Dance (Elementary and Secondary Grades K-12)
Dance Repertory 1 (#0300400) 2015 - 2022 (current)

Course Standards

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<td>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.</td>
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<td>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</td>
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<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
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<td>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</td>
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<td>DA.912.O.1.2:</td>
<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</td>
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<td><strong>Clarifications:</strong></td>
<td>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.</td>
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<td>LAFS.910.RST.2.4:</td>
<td>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.</td>
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<td>LAFS.910.SL.1.1:</td>
<td>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.</td>
</tr>
<tr>
<td>a.</td>
<td>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.</td>
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<td>b.</td>
<td>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.</td>
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<td>c.</td>
<td>Propose 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.</td>
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<td>d.</td>
<td>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.</td>
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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,
Students 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 Type:** Core Academic Course
- **Course Status:** Course Approved
- **Course Length:** Year (Y)
- **Course Level:** 2
- **Grade Level(s):** 9, 10, 11, 12
- **Graduation Requirement:** Performing/Fine Arts

### Educator Certifications

Dance (Elementary and Secondary Grades K-12)
### Course Standards

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| 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.  
**Clarifications:**  
| 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., use of movements, elements, principles of design, lighting, costumes, 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.  
**Clarifications:**  
| 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.  
**Clarifications:**  
| 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.  
**Clarifications:**  
| 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.  
**Clarifications:**  
| 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:**  
| DA.912.S.5.2.1: | 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:**  
| MA.K12.MTR.2.1: | 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.  
**Clarifications:**  

- 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.

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<td>Mathematicians who complete tasks with mathematical fluency:</td>
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<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
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<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<td>- Complete tasks accurately and with confidence.</td>
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<td>- Adapt procedures to apply them to a new context.</td>
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<td>- Use feedback to improve efficiency when performing calculations.</td>
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**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.

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

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**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.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Mathematicians who assess the reasonableness of solutions:</td>
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</tr>
<tr>
<td>- Estimate to discover possible solutions.</td>
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<tr>
<td>- Use benchmark quantities to determine if a solution makes sense.</td>
<td></td>
</tr>
<tr>
<td>- Check calculations when solving problems.</td>
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<tr>
<td>- Verify possible solutions by explaining the methods used.</td>
<td></td>
</tr>
<tr>
<td>- Evaluate results based on the given context.</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1:</th>
<th>Apply mathematics to real-world contexts.</th>
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<tr>
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<tr>
<td>- Connect mathematical concepts to everyday experiences.</td>
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<tr>
<td>- Use models and methods to understand, represent and solve problems.</td>
<td></td>
</tr>
<tr>
<td>- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</td>
<td></td>
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</table>

**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.
Indicator how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**ELA.K12.EE.1.1:**
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.2.1:**
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.3.1:**
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.

**ELA.K12.EE.4.1:**
In grades 1-2, 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.

**Clarifications:**
Some examples are video analysis and checklist.

**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.

**Clarifications:**
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.

**Version Description**

**General Course Information and 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...
Educator Certifications

Dance (Elementary and Secondary Grades K-12)

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: 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
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
## Course Standards

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<td>Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.</td>
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<td>DA.912.C.1.2:</td>
<td>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. <strong>Clarifications:</strong> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
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<tr>
<td>DA.912.C.1.4:</td>
<td>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.</td>
</tr>
<tr>
<td>DA.912.C.2.2:</td>
<td>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. <strong>Clarifications:</strong> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</td>
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<td>DA.912.C.2.3:</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
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<td>DA.912.C.3.1:</td>
<td>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. <strong>Clarifications:</strong> e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
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<td>DA.912.F.3.6:</td>
<td>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. <strong>Clarifications:</strong> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</td>
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<td>DA.912.F.3.8:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<td>DA.912.H.1.3:</td>
<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
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<td>DA.912.H.2.1:</td>
<td>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. <strong>Clarifications:</strong> e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues</td>
</tr>
<tr>
<td>DA.912.H.3.2:</td>
<td>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. <strong>Clarifications:</strong> e.g., literature, theatre, program music</td>
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<tr>
<td>DA.912.H.3.5:</td>
<td>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</td>
</tr>
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<td>DA.912.O.1.2:</td>
<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions. <strong>Clarifications:</strong> e.g., appropriate attire, professional respect, traditions, procedures</td>
</tr>
<tr>
<td>DA.912.O.3.1:</td>
<td>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</td>
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<td>DA.912.O.3.2:</td>
<td>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</td>
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<td>DA.912.O.3.5:</td>
<td>Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. <strong>Clarifications:</strong> e.g., stage directions, lighting, equipment</td>
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<tr>
<td>DA.912.S.2.1:</td>
<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
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<tr>
<td>DA.912.S.2.2:</td>
<td>Apply corrections and concepts from previously learned steps to different material to improve processing of new information. <strong>Clarifications:</strong> e.g., repetition, revision, refinement, focus</td>
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<td>DA.912.S.2.3:</td>
<td>Develop and maintain flexibility, strength, and stamina for wellness and performance.</td>
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<td>DA.912.S.3.3:</td>
<td>Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.</td>
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<td>DA.912.S.3.4:</td>
<td>Perform dance vocabulary with musicality and sensitivity. <strong>Clarifications:</strong> e.g., on the counts, fill the music, emulate musical nuance</td>
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<td>DA.912.S.3.8:</td>
<td>Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. <strong>Clarifications:</strong> e.g., arabesque, lateral T, jazz hands</td>
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</table>
| 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. **Clarifications:** 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. Propose 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.1.1: Integrate multiple sources of information presented in diverse media or rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.1.2: 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.1.3: 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.SL.2.4: Present clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.4: 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.3.7: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.WHST.3.9: 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

LAFS.910.WHST.3.7: Use appropriate tools strategically.

LAFS.910.WHST.3.9: Use appropriate tools strategically.

MAFS.K12.MP.5.1: Attend to precision.

MAFS.K12.MP.6.1: 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.

MAFS.K12.MP.7.7: 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 5 × 7 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 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: Clarifications:
Some examples are video analysis and checklist.

ELD.K12.ELL.SI.1: 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 |
| **Course Length:** Year (Y) |
| **Course Level:** 2 |
| **Number of Credits:** One (1) credit |
| **Course Type:** Core Academic Course |
| **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)
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<td>Perform dance vocabulary with musicality and sensitivity.</td>
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<td>DA.912.S.3.8</td>
<td>Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. &lt;br&gt;<strong>Clarifications:</strong> e.g., arabesque, lateral T, jazz hands</td>
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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.

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<th>MA.K12.MTR.1.1</th>
<th>Demonstrate understanding by representing problems in multiple ways.</th>
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<td><strong>Mathematicians</strong> who demonstrate understanding by representing problems in multiple ways:</td>
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<tr>
<td>- Build understanding through modeling and using manipulatives.</td>
<td></td>
</tr>
<tr>
<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
<td></td>
</tr>
<tr>
<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
<td></td>
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<tr>
<td>- Express connections between concepts and representations.</td>
<td></td>
</tr>
<tr>
<td>- Choose a representation based on the given context or purpose.</td>
<td></td>
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</table>

**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.

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<th>MA.K12.MTR.2.1</th>
<th>Complete tasks with mathematical fluency.</th>
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<td><strong>Mathematicians</strong> who complete tasks with mathematical fluency:</td>
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<tr>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
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<tr>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
<td></td>
</tr>
<tr>
<td>- Complete tasks accurately and with confidence.</td>
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<tr>
<td>- Adapt procedures to apply them to a new context.</td>
<td></td>
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<tr>
<td>- Use feedback to improve efficiency when performing calculations.</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
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<tr>
<th>MA.K12.MTR.3.1</th>
<th>Engage in discussions that reflect on the mathematical thinking of self and others.</th>
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<tbody>
<tr>
<td><strong>Mathematicians</strong> who engage in discussions that reflect on the mathematical thinking of self and others:</td>
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<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
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<td>- Analyze the mathematical thinking of others.</td>
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</tr>
<tr>
<td>- Compare the efficiency of a method to those expressed by others.</td>
<td></td>
</tr>
<tr>
<td>- Recognize errors and suggest how to correctly solve the task.</td>
<td></td>
</tr>
<tr>
<td>- Justify results by explaining methods and processes.</td>
<td></td>
</tr>
<tr>
<td>- Construct possible arguments based on evidence.</td>
<td></td>
</tr>
</tbody>
</table>

**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 analyze and problem solve.
- Construct relationships between their current understanding and more sophisticated ways of thinking.

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1</th>
<th>Use patterns and structure to help understand and connect mathematical concepts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematicians</strong> who use patterns and structure to help understand and connect mathematical concepts:</td>
<td></td>
</tr>
<tr>
<td>- Focus on relevant details within a problem.</td>
<td></td>
</tr>
<tr>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
<td></td>
</tr>
<tr>
<td>- Decompose a complex problem into manageable parts.</td>
<td></td>
</tr>
<tr>
<td>- Relate previously learned concepts to new concepts.</td>
<td></td>
</tr>
<tr>
<td>- Look for similarities among problems.</td>
<td></td>
</tr>
<tr>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1</th>
<th>Assess the reasonableness of solutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematicians</strong> who assess the reasonableness of solutions:</td>
<td></td>
</tr>
<tr>
<td>- Estimate to discover possible solutions.</td>
<td></td>
</tr>
<tr>
<td>- Use benchmark quantities to determine if a solution makes sense.</td>
<td></td>
</tr>
</tbody>
</table>
MA.K12.MTR.6.1: 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.

MA.K12.MTR.7.1: Check calculations when solving problems. Mathematicians who apply mathematics to real-world contexts:

- 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.

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.

**Clarifications:**
Analyze the movement performance of self and others.

PE.912.C.2.3: 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.
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
Course Length: Year (Y)
Course Level: 2
Graduation Requirement: Performing/Fine Arts

Educator Certifications
Dance (Elementary and Secondary Grades K-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>DA.912.C.1.1:</td>
<td>Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.</td>
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<tr>
<td>DA.912.C.1.2:</td>
<td>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.</td>
</tr>
<tr>
<td>DA.912.C.1.4:</td>
<td>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.</td>
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<td>DA.912.C.2.1:</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</td>
</tr>
<tr>
<td>DA.912.C.2.2:</td>
<td>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.</td>
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<tr>
<td>DA.912.C.2.3:</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
</tr>
<tr>
<td>DA.912.C.3.1:</td>
<td>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</td>
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<td>DA.912.C.3.2:</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</td>
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<td>DA.912.F.1.1:</td>
<td>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</td>
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<tr>
<td>DA.912.F.1.3:</td>
<td>Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.</td>
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<td>DA.912.F.2.1:</td>
<td>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</td>
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<tr>
<td>DA.912.F.2.2:</td>
<td>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.</td>
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<td>DA.912.F.3.2:</td>
<td>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.</td>
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<td>DA.912.F.3.3:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<td>DA.912.H.1.3:</td>
<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
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<tr>
<td>DA.912.H.3.1:</td>
<td>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 present their work.</td>
</tr>
<tr>
<td>DA.912.H.3.2:</td>
<td>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</td>
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<tr>
<td>DA.912.H.3.5:</td>
<td>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</td>
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<td>DA.912.O.1.2:</td>
<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</td>
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<td>DA.912.O.1.3:</td>
<td>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</td>
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</table>
Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.

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.

DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

DA.912.S.2.2: Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.

DA.912.S.3.2: Perform dance vocabulary with musicality and sensitivity.

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: Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.

DA.912.S.3.8: 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: Develop and maintain flexibility, strength, and stamina for wellness and performance.

LAFS.1112.RST.2.4: Analyze 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.1.1: 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.1.2: 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.1.3: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.2.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.

LAFS.1112.WHST.2.5: 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.

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.

LAFS.1112.SL.1.3: Write, read, and use technical text appropriately, including instruction manual, how-tos, or technical specifications.

LAFS.1112.WHST.2.5: Use appropriate tools strategically. 

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.

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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 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**

### MAFS.K12.MP.7.1:

Analyze the movement performance of self and others.

#### Clarifications:

Some examples are video analysis and checklist.

### ELD.K12.ELL.S1.1:

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 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.

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**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

**Subject > SubSubject:** General

**Abbreviated Title:** DANCE REPERT 3 HON

**Course Length:** Year (Y)

**Course Attributes:**
- Honors
**Educator Certifications**

Dance (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
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<th>Name</th>
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<td>Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.</td>
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<tr>
<td>DA.912.C.1.2</td>
<td>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. <strong>Clarifications:</strong> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
</tr>
<tr>
<td>DA.912.C.1.4</td>
<td>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.</td>
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<td>DA.912.C.2.1</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. <strong>Clarifications:</strong> e.g., improvisation, trial and error, collaboration</td>
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<td>DA.912.C.2.2</td>
<td>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. <strong>Clarifications:</strong> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</td>
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<td>DA.912.C.2.3</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
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<td>DA.912.C.3.1</td>
<td>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. <strong>Clarifications:</strong> e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
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<td>DA.912.C.3.2</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. <strong>Clarifications:</strong> e.g., time management, refining dance steps, research</td>
</tr>
<tr>
<td>DA.912.F.1.1</td>
<td>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. <strong>Clarifications:</strong> e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</td>
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<td>DA.912.F.1.3</td>
<td>Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.</td>
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<tr>
<td>DA.912.F.2.1</td>
<td>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. <strong>Clarifications:</strong> e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</td>
</tr>
<tr>
<td>DA.912.F.3.2</td>
<td>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. <strong>Clarifications:</strong> e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</td>
</tr>
<tr>
<td>DA.912.F.3.4</td>
<td>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.</td>
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<tr>
<td>DA.912.F.3.6</td>
<td>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. <strong>Clarifications:</strong> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</td>
</tr>
<tr>
<td>DA.912.F.3.8</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<td>DA.912.H.1.3</td>
<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
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<tr>
<td>DA.912.H.3.1</td>
<td>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 present their work. <strong>Clarifications:</strong> e.g., other performing and visual artists, inventors, scientists</td>
</tr>
<tr>
<td>DA.912.H.3.2</td>
<td>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. <strong>Clarifications:</strong> e.g., literature, theatre, program music</td>
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<tr>
<td>DA.912.H.3.5</td>
<td>Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.</td>
</tr>
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<td>DA.912.O.1.2</td>
<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions. <strong>Clarifications:</strong> e.g., appropriate attire, professional respect, traditions, procedures</td>
</tr>
<tr>
<td>DA.912.O.1.3</td>
<td>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. <strong>Clarifications:</strong> e.g., tendu-dégagé-grand battement-grand jeté</td>
</tr>
</tbody>
</table>
**Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.**

**Perform dance vocabulary with musicality and sensitivity.**

**Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.**

**Sustain focused attention, respect, and discipline during class, rehearsal, and performance.**

**Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.**

**Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.**

**Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.**

**Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.**

**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.

**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.

**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.

**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.

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.

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.

**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.

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.1.1:
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.
**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 EE and MTR, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](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](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:
**Educator Certifications**

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<thead>
<tr>
<th>Course Number:</th>
<th>0300420</th>
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<tbody>
<tr>
<td><strong>Course Path</strong>: Section:</td>
<td>Grades PreK to 12 Education Courses</td>
</tr>
<tr>
<td><strong>Grade Group</strong>:</td>
<td>Grades 9 to 12 and Adult Education Courses</td>
</tr>
<tr>
<td><strong>Subject</strong>: Dance</td>
<td><strong>SubSubject</strong>: General</td>
</tr>
<tr>
<td><strong>Abbreviated Title</strong>:</td>
<td>DANCE REPERT 3 HON</td>
</tr>
<tr>
<td><strong>Number of Credits</strong>:</td>
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<td><strong>Course Length</strong>:</td>
<td>Year (Y)</td>
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<td><strong>Course Attributes</strong>:</td>
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<td>Core Academic Course</td>
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<td><strong>Course Status</strong>:</td>
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<td><strong>Grade Level(s)</strong>:</td>
<td>9,10,11,12</td>
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<tr>
<td><strong>Graduation Requirement</strong>:</td>
<td>Performing/Fine Arts</td>
</tr>
</tbody>
</table>

Dance (Elementary and Secondary Grades K-12)
### Dance Repertory 4 Honors (#0300430) 2015 - 2022 (current)

#### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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.  
**Clarifications:** |
| 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.  
**Clarifications:** Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. |
| DA.912.C.3.1: | Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.  
**Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines |
| DA.912.C.3.2: | Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance.  
**Clarifications:**|
| DA.912.F.1.1: | 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.  
**Clarifications:** e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment |
| DA.912.F.1.3: | Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.  
**Clarifications:** e.g., time management, refining dance steps, research |
| DA.912.F.2.2: | 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., cultural organizations, private dance studios, grants, scholarships, job-search services |
| DA.912.F.3.2: | Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.  
**Clarifications:** e.g., other performing and visual artists, inventors, scientists |
| DA.912.F.3.4: | Analyze and determine the degree of personal improvement in established dance techniques.  
**Clarifications:** e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil |
| 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.3.1: | Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.  
**Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues |
| DA.912.H.3.5: | Apply standards of class and performance etiquette consistently to attain optimal working conditions.  
**Clarifications:**  |
| DA.912.O.1.2: | 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.1.3: | 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.  
**Clarifications:** |
| 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.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.

Clarifications:
- e.g., on the counts, fill the music, emulate musical nuance

DA.912.S.3.4: Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.

Clarifications:
- e.g., repetition, revision, refinement, focus

DA.912.S.3.5: Move with agility, alone and relative to others, to perform complex dance sequences.

DA.912.S.3.6: Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.

Clarifications:
- e.g., arabesque, lateral T, jazz hands

LAFS.1112.RST.2.4: 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.1.1: 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 carefully 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. Propose 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: 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.1.3: 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: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.

LAFS.1112.WHST.2.5: 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: 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.5.1: 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.
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 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 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.

**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**

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<tr>
<td><strong>Course Path:</strong> Section: Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Dance &gt; SubSubject: General</td>
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<td><strong>Abbreviated Title:</strong> DANCE REPRT 4 HON</td>
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<td><strong>Course Length:</strong> Year (Y)</td>
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<td><strong>Course Attributes:</strong></td>
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<td>• Honors</td>
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<td><strong>Course Level:</strong> 3</td>
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| **Course Type:** Core Academic Course |
| **Course Status:** Course Approved |

| Grade Level(s): 9,10,11,12 |
| Graduation Requirement: Performing/Fine Arts |

| **Course Attributes:** |
| **Course Level:** 3 |
Educator Certifications

Dance (Elementary and Secondary Grades K-12)
**Course Standards**

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**Clarifications:** e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues |
| DA.912.C.1.3 | **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 | **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 | **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 | **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 | **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 | **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 | **DA.912.F.1.3:** Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.  
**Clarifications:** Investigate local, regional, state, national, and global resources to support dance-related work and study. |
| DA.912.F.2.2 | **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 | **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 | **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 | **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.  
**Clarifications:** Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. |
| DA.912.F.3.6 | **DA.912.F.3.6:** Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.  
**Clarifications:** e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines |
| DA.912.H.1.2 | **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.  
**Clarifications:** Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work. |
| DA.912.H.1.3 | **DA.912.H.1.3:** Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.  
**Clarifications:** Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre. |
| DA.912.H.3.1 | **DA.912.H.3.1:** 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.H.3.5 | **DA.912.H.3.5:** Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.  
**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.H.3.1 | **DA.912.H.3.1:** Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.  
**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.1.2 | **DA.912.O.1.2:** 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.1.3 | **DA.912.O.1.3:** 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.O.1.2 | **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.1.2 | **DA.912.O.1.2:** 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 | **DA.912.O.2.2:** Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.  
**Clarifications:** e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille |
Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.

Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.

Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.

Clarifications:
- e.g., stage directions, lighting, equipment

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Clarifications:
- e.g., repetition, revision, refinement, focus

Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.

Clarifications:
- Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.

Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.

Clarifications:
- e.g., arabesque, lateral T, jazz hands

Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.

Perform dance vocabulary with musicality and sensitivity.

Clarifications:
- e.g., on the counts, fill the music, emulate musical nuance

Move with agility, alone and relative to others, to perform complex dance sequences.

Clarifications:
- Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.

Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.

Clarifications:
- e.g., repetition, revision, refinement, focus

Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

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.

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.

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.

**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.4.1:**

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.5.1:

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.6.1:

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.

MA.K12.MTR.7.1:

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.1.1:**

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.2.1:**

Make inferences to support comprehension.
### 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 EE and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](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](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.**

### Clariifications:

**ELA.K12.EE.3.1:** 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.

**ELA.K12.EE.4.1:** 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:** 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.5.1:** Clarifications:

- 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](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf)

**ELA.K12.EE.6.1:** Analyze the movement performance of self and others.

**ELA.K12.EE.6.1:** Clarifications:

- Some examples are video analysis and checklist.

**PE.912.C.2.2:** Apply terminology and etiquette in dance.

**PE.912.C.2.3:** Analyze the movement performance of self and others.

**PE.912.C.2.3:** Clarifications:

- All students will incorporate skills learned into work products to produce quality work.

**PE.912.C.2.3:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**PE.912.C.2.3:** 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.2.3:** Use the accepted rules governing a specific format to create quality work.

**PE.912.C.2.3:** Clarifications:

- Students must receive instruction in how to effectively present information to do quality work.

**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.

**TH.912.C.2.7:** 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.
Educator Certifications

Dance (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
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<td>Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.</td>
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</table>
| 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: | 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.3.1: | 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.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: | 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., Swan Lake, Serenade, West Side Story, Revelations |
| 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: | 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.  
**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: | Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.  
**Clarifications:**  
e.g., journal entries, discussion |
| DA.912.H.3.2: | Develop and articulate criteria for use in critiquing dance, drawing on the history of dance, to understand how each helped shape dance as an art form.  
**Clarifications:**  
e.g., collaboration, scheduling, accountability, follow-through |
| 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: | 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: | 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. Propose 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. |

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**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.
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
Educator Certifications

Dance (Elementary and Secondary Grades K-12)
## Course Standards

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<td>DA.912.F.1.1</td>
<td>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</td>
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<td>e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</td>
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<td>DA.912.F.3.7</td>
<td>Create and follow a plan to meet deadlines for projects to show initiative and self-direction.</td>
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<td>DA.912.H.1.4</td>
<td>Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.</td>
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<td>DA.912.H.1.6</td>
<td>Survey specific, exemplary repertoire and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.</td>
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<td>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.</td>
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<td>DA.912.H.3.2</td>
<td>Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.</td>
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<td>Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.</td>
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<td>DA.912.O.2.2</td>
<td>Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., Marius Petipa, George Balanchine, Anthony Tudor, Martha Graham, Fred Astaire, Gregory Hines/Savion Glover, Pearl Primus, Alvin Ailey, Agnes de Mille</td>
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<td>DA.912.O.3.2</td>
<td>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</td>
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<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
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### MA.K12.MTR.1.1

- 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.

**Clarifications:**

- 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.
**MA.K12.MTR.2.1:** 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.
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.

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<td>Number of Credits:</td>
<td>One (1) credit</td>
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<td>Course Type:</td>
<td>Core Academic Course</td>
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<td>Grade Level(s):</td>
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<td>Course Path: Section:</td>
<td>Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Dance &gt; SubSubject: General &gt; Abbreviated Title: DANCE HIST/AESTH 1</td>
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Educator Certifications

Dance (Elementary and Secondary Grades K-12)
## Course Standards

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<td>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</td>
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<td>Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area. <strong>Clarifications:</strong> e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event</td>
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<td>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. <strong>Clarifications:</strong> e.g., tendu-dégagé-grand battement-grand jeté</td>
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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.

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.

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.RST.4.7: 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.RST.5.7: 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 or other research on the topic 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. Propose 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.

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

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 x + x equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 x 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

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.

Clarifications:
Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
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.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
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Educator Certifications

Dance (Elementary and Secondary Grades K-12)
### Dance Kinesiology and Somatics 1 (#0300480) 2022 - And Beyond

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**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

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.
- 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.

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.

**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.

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.

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.

**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.
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.

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: 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: 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.

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 EE and MTR, 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: 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
Course Length: Year (Y)
Course Level: 2
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts
# Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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</table>
| 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.1.2 | Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography. |
| DA.912.F.1.3 | 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.  
**Clarifications:**  
e.g., collaboration, scheduling, accountability, follow-through |
| DA.912.F.1.4 | 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.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.  
**Clarifications:**  
Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. |
Clarifications:
e.g., literature, theatre, program music

Clarifications:
e.g., language arts: story line; math: formulas; music: creating a composition; science: chemical reactions; social studies: historically significant event

Clarifications:
e.g., rise, one foot to two feet, hand

Clarifications:
e.g., arabesque, lateral T, jazz hands

Clarifications:
e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation

Clarifications:
e.g., e.g., on the counts, fill the music, emulate musical nuance

Clarifications:
e.g., unity, variety, contrast, repetition, transition

Clarifications:
e.g., tenué-dégagé-grand battement-grand jeté

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Clarifications:
e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
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.

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.

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.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Apply terminology and etiquette in dance.

Use appropriate strategies to reduce or prevent injuries and health problems.

Predict healthy behaviors that can affect health status.

Propose strategies to reduce or prevent injuries and health problems.

Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

Use social networking or other communication technology appropriately to advertise for a production or school event.

Apply terminology and etiquette in dance.

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.

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.

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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 higher-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:
Teachero who 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 Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
## Course Standards

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<td>DA.912.C.1.2:</td>
<td>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. <strong>Clarifications:</strong> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
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<td>DA.912.C.1.3:</td>
<td>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. <strong>Clarifications:</strong> e.g., journal entries, discussion</td>
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<td>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.</td>
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<td>DA.912.C.2.1:</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. <strong>Clarifications:</strong> e.g., improvisation, trial and error, collaboration</td>
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<td>DA.912.C.2.2:</td>
<td>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. <strong>Clarifications:</strong> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</td>
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<td>DA.912.C.2.3:</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
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<td>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</td>
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<td>DA.912.C.3.1:</td>
<td>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. <strong>Clarifications:</strong> e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
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<td>DA.912.C.3.2:</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. <strong>Clarifications:</strong> e.g., time management, refining dance steps, research</td>
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<td>DA.912.F.1.1:</td>
<td>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. <strong>Clarifications:</strong> e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</td>
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<td>DA.912.F.1.3:</td>
<td>Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.</td>
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<tr>
<td>DA.912.F.2.2:</td>
<td>Investigate local, regional, state, national, and global resources to support dance-related work and study. <strong>Clarifications:</strong> e.g., cultural organizations, private dance studios, grants, scholarships, job-search services</td>
</tr>
<tr>
<td>DA.912.F.3.2:</td>
<td>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. <strong>Clarifications:</strong> e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</td>
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<td>DA.912.F.3.4:</td>
<td>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.</td>
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<td>DA.912.F.3.6:</td>
<td>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. <strong>Clarifications:</strong> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</td>
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<td>DA.912.F.3.7:</td>
<td>Create and follow a plan to meet deadlines for projects to show initiative and self-direction. <strong>Clarifications:</strong> e.g., collaboration, scheduling, accountability, follow-through</td>
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<td>DA.912.F.3.8:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<tr>
<td>DA.912.F.3.10:</td>
<td>Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.</td>
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<tr>
<td>DA.912.H.1.1:</td>
<td>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</td>
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<td>DA.912.H.1.2:</td>
<td>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</td>
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<td>DA.912.H.1.3:</td>
<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
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<td>DA.912.H.1.4:</td>
<td>Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world. <strong>Clarifications:</strong> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
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</table>

**Note:** The above table outlines the course standards and expectations for the Florida's Preinternational Baccalaureate Dance (#0300650) program as of 2022 - And Beyond.
Clarifications:
- e.g., literature, theatre, program music

DA.912.H.3.2: 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.3.3: Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.

DA.912.H.3.4: 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.

DA.912.O.1.3: Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.

DA.912.O.1.4: 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.

DA.912.O.2.1: Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.

DA.912.O.2.2: Clarifications:
- e.g., stage directions, lighting, equipment

DA.912.O.2.3: Synthesize a variety of choreographic principles and structures to create a dance.

DA.912.O.2.4: Clarifications:
- e.g., unity, variety, contrast, repetition, transition

DA.912.O.2.5: Generate choreographic ideas through improvisation and physical brainstorming.

DA.912.O.2.6: Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.

DA.912.O.2.7: Create dance studies using dance vocabulary and innovative movement.

DA.912.O.2.8: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

DA.912.O.2.9: Apply corrections and concepts from previously learned steps to different material to improve processing of new information.

DA.912.O.2.10: Clarifications:
- e.g., repetition, revision, refinement, focus

DA.912.O.2.11: Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.

DA.912.O.2.12: Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.

DA.912.O.2.13: Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.

DA.912.O.2.14: Develop and maintain flexibility, strength, and stamina for wellness and performance.

DA.912.O.2.15: 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.O.2.16: Perform dance vocabulary with musicality and sensitivity.

DA.912.O.2.17: Clarifications:
- e.g., on the counts, fill the music, emulate musical nuance

DA.912.O.2.18: Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.

DA.912.O.2.19: Clarifications:
- e.g., rise, one foot to two feet, hand

DA.912.O.2.20: Use resistance, energy, time, and focus to vary expression and intent.

MA.K12.MTR.1.1: Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.

MA.K12.MTR.1.2: Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.

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.

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.

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.

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.

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.

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.
- Evaluate results based on the given context.

Clarifications:
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.
- 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:
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.

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.1.1:
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.2.1:
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.
- In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build on 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.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

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.

ELA.K12.EE.5.1:
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:
Make positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental
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 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 do not have an official part of the IBDP or IBCC curriculum. In general, students enrolled in grade 9 or 12 are not in the IBDP or IBCC programmes. [https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib](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 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](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](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: |
Educator Certifications

Dance (Elementary and Secondary Grades K-12)
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
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

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
Course Length: Year (Y)
Course Attributes:
- International Baccalaureate (IB)
Course Level: 3

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
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

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Educator Certifications

Dance (Elementary and Secondary Grades K-12)
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

Number of Credits: One (1) credit

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

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
Course Level: 3
Course Attributes:
• International Baccalaureate (IB)

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
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
Course Length: Year (Y)
Course Attributes:
• Honors
Course Level: 3

Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Dance (Elementary and Secondary Grades K-12)
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
Grade Level(s): 9,10,11,12
## Course Standards

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<th>Name</th>
<th>Description</th>
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| 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. |
• 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.

**MA.K12.MTR.6.1:**

**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:**

**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.

**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.1.1:**

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.2.1:**

**Clarifications:**
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:**

**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:**

**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.

**Clarifications:**
Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.5.1:**

**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.5.1:**

**Clarifications:**
Use appropriate voice and tone when speaking or writing.
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

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GENERAL NOTES

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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: Grades PreK to 12 Education
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Course Type: Transfer Course
Course Group: Grades 9 to 12 and Adult Education Courses
Subject: Dance
SubSubject: General
Abbreviated Title: DANCE TRAN
Course Length: Not Applicable