

<b>Quarterly Content Guide – Dance: History/Appreciation I – Grades 9-12</b>	
<b>Quarter 1</b>	<b>Quarter 2</b>
<p><b>Dance and Cultures</b></p> <ul style="list-style-type: none"> <li>• Why we dance</li> <li>• Art vs. Entertainment</li> <li>• Folk and Ethnic</li> </ul> <p><b>Early Ballet prior to 1890</b></p> <ul style="list-style-type: none"> <li>• Cultural context</li> <li>• Major Dancers and Choreographers</li> </ul> <p><b>Early Modern prior to 1930</b></p> <ul style="list-style-type: none"> <li>• Cultural context</li> </ul> <p>Major Dancers and Choreographers</p>	<p><b>Ballet 1890-Present</b></p> <ul style="list-style-type: none"> <li>• Major dancers and choreographers</li> <li>• Major styles and companies</li> </ul> <p><b>Modern 1930-Present</b></p> <ul style="list-style-type: none"> <li>• Major dancers and choreographers</li> <li>• Major styles and companies</li> </ul> <p><b>Tap, Jazz, and Social Dance</b></p> <ul style="list-style-type: none"> <li>• Major dancers and choreographers</li> <li>• Major styles and companies</li> </ul>

**Secondary Academic Plan**  
**Quarterly Content Guide 0300450Dance History/Appreciation I**

<b>Dance 9-12</b>
<b>Content: Strand A: Skills and Techniques</b>
<b>Standard 1:</b> The student identifies and demonstrates movement elements in performing dance.
<b>Standard 2:</b> The student understands choreographic principles, processes, and structures.
<b>Content: Strand B: Creation and Communication</b>
<b>Standard 1:</b> The student understands dance is a way to create meaning.
<b>Content: Strand C: Cultural and Historical Connections</b>
<b>Standard 1:</b> The student demonstrates and understands dance in various cultural and historical periods.
<b>Content: Strand D: Aesthetic and Critical Analysis</b>
<b>Standard 1:</b> The student applies and demonstrates critical and creative thinking skills in dance.
<b>Content: Strand E: Applications to Life</b>
<b>Standard 1:</b> The student makes connections between dance and healthful living.
<b>Standard 2:</b> The student makes connections between dance and other disciplines.

Quarter 1	Quarter 2
<p><b>Dance and Cultures</b></p> <ul style="list-style-type: none"> <li>• Why we dance</li> <li>• Art vs. Entertainment</li> <li>• Folk and Ethnic</li> </ul> <p><b>Early Ballet prior to 1890</b></p> <ul style="list-style-type: none"> <li>• Cultural context</li> <li>• Major Dancers and Choreographers</li> </ul> <p><b>Early Modern prior to 1930</b></p> <ul style="list-style-type: none"> <li>• Cultural context</li> <li>• Major Dancers and Choreographers</li> </ul>	<p><b>Ballet 1890-Present</b></p> <ul style="list-style-type: none"> <li>• Major dancers and choreographers</li> <li>• Major styles and companies</li> </ul> <p><b>Modern 1930-Present</b></p> <ul style="list-style-type: none"> <li>• Major dancers and choreographers</li> <li>• Major styles and companies</li> </ul> <p><b>Tap, Jazz, and Social Dance</b></p> <ul style="list-style-type: none"> <li>• Major dancers and choreographers</li> <li>• Major styles and companies</li> </ul>

<b>Q T R</b>	<b>Level IDPM</b>	<b>SSS Grade Level Expectation</b>	<b>Supplemental Resources</b>	<b>Instructional Strategies</b>	<b>Assessment</b>
1 & 2	P	<b>DA.A.2.4.3</b> Creates a dance that displays choreographic intent			
1 & 2	P	<b>DA.B.1.4.1.</b> Understands similarities and differences in the communicated meaning of dance performances from various perspectives (e.g. self, others, cultures, and dance traditions).			
1 & 2	P	<b>DA.B.1.4.3.</b> Create a dance that effectively communicates or comments on contemporary, social, or political themes.			
1 & 2	P	<b>DA.C.1.4.1.</b> Know significant historical events that have occurred in the development of dance.			
1 & 2	P	<b>DA.C.1.4.2.</b> Understand similarities and differences between various forms of dance.			
1 & 2	P	<b>DA.C.1.4.3.</b> Understand the impact society and history have on choreographic styles and trends.			
1 & 2	P	<b>DA.C.1.4.4.</b> Understand the changing role of commercial and artistic forms of dance in American culture.			
1 & 2	P	<b>DA.D.1.4.1</b> Understands that dance is created and revised according to artistic decisions.			
1 &	P	<b>DA.D.1.4.2</b> Understands the process of observation and analysis in developing a critique of a finished			

Level Key: I = Introduction, D = Development, P = Proficient, M = Mastery

2		work.			
1 & 2	<b>P</b>	<b>DA.D.1.4.3</b> Understands issues of ethnicity, gender, socioeconomic class, age and/or physical condition in relation to dance			

Dance

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Academic Plan