

<b>Quarterly Content Guide – Dance, Grade 2</b>	
<b>Quarter 1</b>	<b>Quarter 2</b>
<p><b>Creative Movement</b></p> <ul style="list-style-type: none"> <li>· Explore axial movements, isolation, and locomotor movements in combination alone and with a partner</li> <li>· Explore different meters using qualities, isolation, levels, and directions. Show percussive, accents, sustained and vibratory movement.</li> <li>· Create and memorize a sequence of movement with a partner based on ideas from dance elements, ideas, places or things with spatial awareness</li> <li>· Create a dance using an idea from another discipline</li> </ul>	<p><b>Ballet</b></p> <ul style="list-style-type: none"> <li>· Emphasize alignment and correct body placement</li> <li>· Basic exercises at barré (plié, tendus, degages, rond de jambs, grand battements)</li> <li>· Positions of the feet and arms</li> <li>· Basic traveling and center steps (glissade, balance, jetés)</li> </ul>
<b>Quarter 3</b>	<b>Quarter 4</b>
<p><b>Social Dance</b></p> <ul style="list-style-type: none"> <li>· Dance in different time periods</li> <li>· Vocabulary and use of music</li> <li>· Historical events that influence movement</li> <li>· Compare and contrast time periods</li> </ul>	<p><b>Cultural Dance</b></p> <ul style="list-style-type: none"> <li>· Perform a simple folk traditional folk dance and explain its origins</li> <li>· Compare and contrast different cultural dances</li> <li>· Create a simple ceremonial or ritual dance</li> </ul>

<b>Second Grade</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.	

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<b>Q T R</b>	<b>I D P</b>	<b>SSS Grade Level Expectation</b>	<b>Supplemental Resources</b>	<b>Instructional Strategies</b>	<b>Assessment</b>
<b>Q U A R T E R  1</b>	<b>P</b>	<b>DA.A.1.1.1</b> Knows basic nonlocomotor/ axial movements (e.g., bend, twist, and swing)			
	<b>P</b>	<b>DA.A.1.1.2</b> Knows simple locomotor movements (e.g., walk, run, hop, jump, and leap) and compound locomotor movements (e.g., gallop, slide, and leap)			
	<b>P</b>	<b>DA.B.1.1.1</b> Understands how gestures and movement communicate meaning			
	<b>P</b>	<b>DA.D.1.1.2</b> Understands that dance is sequential with a beginning, middle, and end			
	<b>P</b>	<b>DA.E.1.1.1</b> Knows how daily dance practice improves strength, coordination, and flexibility			
	<b>P</b>	<b>DA.E.1.1.2</b> Understands how healthy living practices (e.g., proper nutrition, adequate sleep, and daily exercise) contribute to enhanced dance movement abilities.			
	<b>P</b>	<b>DA.E.2.1.1</b> Knows how to express a visual image through movement (e.g., move like a cat, and ocean wave, or a cloud)			
<b>End Quarter 1</b>					

<b>Q T R</b>	<b>I D P</b>	<b>SSS Grade Level Expectation</b>	<b>Supplemental Resources</b>	<b>Instructional Strategies</b>	<b>Assessment</b>
	<b>P</b>	<b>DA.A.1.1.5</b> Moves following straight and curved pathways			

Level Key: I = Introduction D = Developing P = Proficiency

	<b>P</b>	<b>DA.A.2.1.1</b> Creates a series of movements with a beginning, middle, and end			
	<b>P</b>	<b>DA.A.2.1.2</b> Uses improvisation to explore and create movement ideas (e.g., walk across the room, stop two times, and change level once)			
	<b>P</b>	<b>DA.B.1.1.2</b> Creates a movement phrase that communicates feelings			
	<b>P</b>	<b>DA.D.1.1.4</b> Knows a simple descriptive vocabulary of movement			
<b>End Quarter 2</b>					

<b>Q T R</b>	<b>I D P</b>	<b>SSS Grade Level Expectation</b>	<b>Supplemental Resources</b>	<b>Instructional Strategies</b>	<b>Assessment</b>
<b>Q U A R T E R  3</b>	<b>P</b>	<b>DA.A.1.1.3</b> Performs movement with kinesthetic awareness (i.e., how the body moves) and concentration at high, middle, and low levels in space			
	<b>P</b>	<b>DA.A.2.1.3</b> Creates movement patterns alone, with partners, and with groups			
	<b>P</b>	<b>DA.D.1.1.1</b> Finds multiple solutions to given movement problems			
<b>End Quarter 3</b>					

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<b>Q U A R T E R 4</b>	<b>P</b>	<b>DA.A.1.1.4</b> Moves to various sounds, including rhythmic accompaniment, and responds to changes in tempo			
	<b>P</b>	<b>DA.C.1.1.1</b> Understands how dance expresses and embodies elements of a cultural			
	<b>P</b>	<b>DA.C.1.1.2</b> Explores movement in response to the sounds and music that reflect a specific cultural			
	<b>P</b>	<b>DA.C.1.1.3</b> Knows the similarities and differences that exist between dance patterns of various cultures			
	<b>P</b>	<b>DA.D.1.1.3</b> Understands that critical analysis of dance performances are based on personal opinion			
<b>End Quarter 4</b>					