

Human Kinetics
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Dance
High School Level I

1. Practice advancing, translating, and performing dance technique (CP, CA)	SE = Student Edition	TS = Teacher Software
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate appropriate alignment and a basic understanding of the anatomical structure and its function.	SE: 58-64	TS: Handout 4.1 (Dem Bones!—lab, worksheet, notes); Handout 4.2 (What Moves What?—lab, worksheet, notes and lab answers); Handout 4.3 (Moving in Good Alignment)
b. Incorporate kinesthetic understanding and beginning proficiency of one dance technique while developing rhythmic skill.	SE: 39-49; 152 (Your Turn to Dance)	TS: Improvisation Assignments 3.1 and 3.2
c. Establish a general knowledge of a second dance technique.	SE: 15-36 (Chapter 2)	TS : Chapter 2
d. Demonstrate a basic understanding of dance terminology.	SE: 19, 21, 25 (Try This Experiment); 36 (Your Turn to Dance)	
e. Recall extended movement phrases or sequences, using proper technique, and forces of human energy.	SE: 13, 36, 49, 66, 79, 93, 108, 121, 136, 144, 152, 169, 186 (Your Turn to Dance)	TS: Improvisation Assignments, 1.1, 1.2, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1, 7.1, 7.2, 8.1, 9.1, 9.2, 11.1, 11.2, 12.1, 12.2, 13.1,

		14.1,14.2
f. Assess and create short-term goals for technical and performance improvement in dance skills.	SE : 63 (Figure 4.4); 64 (Figure 4.5)	TS : Handout 4.5 (Strength, Flexibility, and Endurance in Training and Performance--lab)
2. Embellish and present movement problem-solving experiences. (CP, CA)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Understand and perform form and structure (theme and variation).	SE: 178, 180, 181 (Try This Experiment); 177, 179, 183 (Inside Insight)	TS: Chapter 13
b. Employ basic choreographic devices (repetition, staging, tempo, transposition).	SE: 36, 186 (Your Turn to Dance); 177, 179, 183 (Inside Insight); 178, 180 (Try This Experiment)	TS: Improvisation Assignment 13.1
c. Choreograph duets and/or small group studies.	SE: 66, 93, 108, 169 (Your Turn to Dance)	TS: Chapter 13, Ideas for Facilitating “Your Turn to Dance” (What If)
3. Utilize the elements of dance in structures, processes, and principles. (CP, CA)		
Objectives		
a. Practice performance of improvised and choreographed movement with use of space, time, shape, and energy.	SE: 83, 84, 86, 91, 97; 113, 114, 116, 117, 118 (Try This Experiment); 93; 108, 121 (Your Turn to Dance)	TS: Chapters 6, 7, and 8 (Improvisation Assignments and Ideas for Facilitating Your

		Turn to Dance)
b. Originate movement choices utilizing space, time, and energy concepts.	SE: 183 (Inside Insight); 78, 185 (Think About It); 108, 121, 136, 144, 152, 169, 186 (Your Turn to Dance)	TS: Part II and III text; Chapters 12 and 13
c. Create a dance demonstration knowledge of dance history to include traditional, classical, and contemporary dance forms.	SE: 15-36 (Chapter 2)	TS: Part I text; Chapter 2; Part II text; Improvisation Assignment 13.1
d. Create dances that communicate meaning.	SE: 36, 136, 186 (Your Turn to Dance)	TS: Part IV text; Chapters 12-14
4. Compose and articulate dance as an art form. (CA)		
Objectives		
a. Distinguish the difference between literal and abstract and determine how to create abstract movement.	SE: 107, 120 (Think About It); 164-167 (Chapter 12)	TS: Chapter 9; Improvisation Assignment 9.1, 9.2; Chapter 12, Improvisation Assignment 12.1, 12.2
b. Create a short dance study in response to a given context.	SE: 108, 169 (Your Turn to Dance)	TS: Chapter 10, 13
c. Demonstrate usage of dance terminology to communicate dance concepts.	SE: 196-197 (Your Turn to Talk)	TS: Chapters 11, 13, 14
d. Recognize that one's personal experience influences interpretation of a dance.	SE: 151, 196 (Think About It); 131 (Inside Insight); 128 (Figure 9.3); 149 (Table 11.1)	TS: Part IV text; Chapters 9, 10, 11, 12, 14
5. Understand and value the role and function of dance as a reflection of life, culture, history, and individual experience.)CA, HC, C)		

Objectives		
a. View dances representative of world cultures.	SE: 4 (Figure 1.1); 5 (Figure 1.3); 101 (Figure 7.2b); 139 (Figure 10.1); 130 (Inside Insight)	TS : Chapters 1 and 2 (test/review questions; audiovisual resources)
b. Compare major figures of American dance and their choreographic styles (e.g., Isadora Duncan, The German Expressionists, Ruth St. Denis, Ted Shawn, Martha Graham, Doris Humphrey, Charles Weidman)	SE: 8, 76, 82, 131, 146 (Inside Insight) ; 26-30 (Modern Dance)	TS : Chapters 2 and 3; Part III text; Improvisation 13.1
c. Know how the cultural context of dance determines the differing uses of space, time, and energy.	SE: 82, 91, 99 (Inside Insight)	TS: Chapter 1 (Ideas for Facilitating “Your Turn to Dance”/Crossing Borders); Chapter 2 (Ideas for Facilitating “Your Turn to Dance”/What Kind of Folk Dance?)
6. Perceive, know, and advocate the artistic value of dance, articulating the context and criteria of the dance experience. (CA, A)		
Objectives		
a. Perceive and practice sensorial discovery of human movement.	SE: 39, 40, 41, 53, 55, 57 (Try This Experiment); 63 (Figure 4.4); 64 (Figure 4.5); 49, 66, 108, 121 (Your Turn to Dance)	TS: Chapters 3-8

b. Critique the aesthetic elements of dance.	SE: 46 (Try This Experiment); 48, 185 (Think About It)	TS: Part II (Supporting Writing or Discussion Ideas)
c. Perceive artistic content through written, visual, and verbal responses.	SE: 195 (Figure 14.4); 196 (Think About It); 196-197 (Your Turn to Talk)	TS: Part II (Supporting Writing or Discussion Ideas)
d. View and discuss great dance works, innovators, and performers.	SE: 36 (Think About It)	TS: Chapters 1-14 (Audiovisual Resources)
e. Demonstrate an understanding of choreographic styles.	SE: 143 (Think About It); 144 (Your Turn to Dance)	TS: Chapter 10
f. Demonstrate an understanding of translating movement in literary works.	SE: 164-167 (Focusing); 34 (Inside Insight); 79 (Your Turn to Dance)	TS: Part II (Supporting Writing or Discussion Ideas)
g. Patronize dance performances.	SE: 197 (Who, What, Why); 15-36 (Chapter 2); 83 (Try This Experiment)	TS: Chapters 1-14 (Audiovisual Resources)
h. Create dances based on individual feelings, thoughts, and ideas.	SE: 107, 168 (Think About It); 66, 121, 136, 169 (Your Turn to Dance)	TS: Chapter 11
7. Create and adopt connections for artful living through the dance experience. (CP, CA, C)		
Objectives		
a. Make connections with dance to one's life and cultural experiences.	SE: 70-79 (Dance Elements); 110-119 (Inner Pulse/Effort); 168, 185 (Think About	TS: Handout 6.2; Handout 12.1

	It); 85, 175 (Inside Insight)	
b. Practice adopting healthful living practices (e.g. diet/nutrition, exercise, sleep).	SE: 61-65 (Understanding Flexibility and Strength)	TS: Handout 1.4 (Dancer Prepares: Warming Up and Cooling Down); Handout 4.4 (Focus on Warm-up/Cool Down)
c. Apply knowledge of dance to create connections to aspects of the learning experience, and to other subject areas.	SE: 82-92 (The Basics of Time); 126-136 (Examining Intelligence); 141-143 (Body—Mind Comes West)	TS: Handout 6.1 (Applying Musical Terms; Answers)
d. Reflect on personal progress and personal growth in dance.	SE: 63 (Figure 4.4); 64 (Figure 4.5); 134 (Figure 9.6); 48, 65, 120, 135, 151, 168 (Think About It); 196-197 (Your Turn to Talk)	TS: Handout 1.5
e. Discuss how technology can be used to reinforce and enhance a dance.	SE: 157 (Media) ; 162-164 (Noting and Improvising) ; 165 (Figures 12.2, 12.3, and 12.4)	TS : Improvisation Assignment 13.1

- All competencies and suggested objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference.
- If you have an annotated teacher edition, then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand-alone.