

**Curriculum Unit:** Grades 9-12—North Carolina

**Subject Area:** Dance II

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Competency Goal	Objectives	Found in (specify educational component—student text, handout from ancillaries, etc.)	Location where standard addressed (Please provide Unit/Lesson number <i>and</i> page reference)
<p><b>1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)</b></p>	<p>1.01 Demonstrate kinesthetic awareness through the consistent use of proper body alignment.</p>	<p>Student Text</p>           <p>Instructor’s Guide</p>	<p>Chapter 2, pp. 22-24, &amp; 29; Chapter 3, pp. 40-44, esp. “Try This Experiment” pp. 40 &amp; 41-42; Chapter 4, pp. 52-62, esp. “Try This Experiment” on pp. 53, 55, &amp; 57 and “Think About It” on p. 65, #4; Chapter 9, p. 134, “Figure 9.6”.</p> <p>Handout 4.3, “Moving in Good Alignment”; “Improvisation Assignments” 3.1 &amp; 3.2, &amp; 4.1.</p>

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	1.02 Explore and demonstrate the use of a variety of dance techniques and vocabularies.	Student Text        Instructor’s Guide	Chapter 2, pp. 15-36; Chapter 4, pp. 58-61; Chapter 10, pp. 138-140, & p. 143, “Think About It” #3 & 3; Chapter 11, pp. 145-151;  Chapter 2, esp. “Key Terms,” “Test/Review Questions,” “Ideas for Facilitating Your Turn to Dance,” & Handout 2.1 “Additional Ballet Vocabulary”.
	1.03 Demonstrate the use of intermediate modern dance technique focusing on articulation, strength, flexibility, agility, and coordination.	Student Text        Instructor’s Guide	Chapter 2, pp. 26-29; Chapter 3, p. 45, “Inside Insight”; Chapter 10, p. 143, “Think About It”; p. 143, “Your Turn to Dance: Experience of Habit”; Chapter Eleven, pp. 145-152.  Chapter 2, “Test/Review Questions: Modern Dance” & “Ideas for Facilitating Your Turn to Dance: Modern Try This Experiment”.

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	1.04 Demonstrate the ability to plan, organize, memorize, and accurately perform extended movement sequences.	Student Text       Instructor's Guide	Chapters 1-13, "Your Turn to Dance" on pp. 13, 36, 50, 66, 79, 93, 108, 121, 136, 144, 152, 169, & 186.  Chapters 1-13, "Improvisation Assignments" & "Ideas for Facilitating Your Turn to Dance".
	1.05 Demonstrate understanding through applying the use of the dance element of space (locomotor, non-locomotor/axial, pathways, direction, levels, shape, personal space, general space).	Student Text       Instructor's Guide	Chapter 3, pp. 39, 40, & 41, "Try This Experiment"; Chapter 4, pp. 53, 55, & 57; p. 65, "Think About It" #5; Chapter 10, p. 143, "Think About It" #3.  "Improvisation Assignments" 3.1, 4.1, 7.1, & 7.2.
	1.06 Demonstrate understanding through applying the use of the dance element of time (tempo, beat, rhythm, accent, organic rhythm).	Student Text       Instructor's Guide	Chapter 6, pp. 84, 87-88, & 91, "Try This Experiment"; & p. 93, "Your Turn to Dance".  Chapter 6, "Ideas for Facilitating Your Turn to Dance"; "Improvisation Assignment 6.1"; & Handout 6.2.

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	1.07 Demonstrate understanding through applying the use of the dance element of movement energy/dynamics (flow, space, time, weight).	Student Text         Instructor's Guide	Chapter 8, pp. 113, 114, 116, 117, & 118, "Try This Experiment"; p. 121, "Your Turn to Dance"; Chapter 10, p. 143, "Think About It", #3; Chapter 11, p. 152, "Your Turn to Dance: Synonyms".    Chapter 8
<b>2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)</b>	2.01 Employ the use of improvisation to discover and generate movement for choreography.	Student Text         Instructor's Guide	Chapters 1-13, "Your Turn to Dance" on pp. 13, 36, 50, 66, 79, 93, 108, 121, 136, 144, 152, 169, &186.   Chapters 1-13, "Improvisation Assignments" & "Ideas for Facilitating Your Turn to Dance".











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<b>3: The learner will understand that dance can create and communicate meaning. (National Standard 3)</b>	3.01 Refine and articulate the use of the human body as a tool for communication.	Student Text  Instructor's Guide	Chapter 1, pp. 3-10; Chapter 2, pp. 15-36; Chapter 3, pp. 37-50; Chapter 4, pp. 51-66; Chapter 8, pp. 115-117; Chapter 9, pp. 128 & 132, "Try This Experiment".  Handout 6.1
	3.02 Explain how personal experience influences the interpretation of a dance.	Student Text  Instructor's Guide	Chapter 1, pp. 3-6, 9-11; Chapter 7, pp. 104-106, & p. 107, "Think About It"; Chapter 8, pp. 117-119, & p. 120, "Inside Insight"; Chapter 11, pp. 149-151; Chapter 14, pp. 194-197.  Handout 12.1
	3.03 Analyze and examine the influence of technical/theatrical elements on interpretation and meaning in dance.	Student Text  Instructor's Guide	Chapter 7, pp. 100-103; Chapter 14, p. 195.  Chapter 7, "Test Questions"

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<b>4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)</b>	4.01 Employ and interpret the use of creative and critical thinking to explore movement possibilities within a given structure or problem to determine the best course of action.	Student Text           Instructor's Guide	Chapter 3, pp. 39-48, & p. 50, "Your Turn to Dance"; Chapter 4, p. 65, "Think About It", & p. 66, "Your Turn to Dance"; Chapter 5, p. 78, "Think About It"; Chapter 6, pp. 88-92, & p. 93, "Your Turn to Dance"; Chapter 7, p. 107, "Think About It", & p. 108, "Your Turn to Dance"; Chapter 10, pp. 137-144; Chapter 11, pp. 145-152, SE 46 : Try This, SE 48 : #2, 4  Chapter 3, "Improvisation Assignments 3.1 & 3.2"; Chapter 4, "improvisation Assignment 4.1"; Chapters 10 & 11.
	4.02 Formulate and answer aesthetic questions examining issues including what makes a particular dance that dance, how much a dance can be changed by an individual before it becomes a different dance, and defining dance.	Student Text           Instructor's Guide	Chapter 2, p. 36; Chapter 3, 44-48; Chapter 12, 164-169; Chapter 14, p. 195.  Part II Introduction; Chapters 12, 13, & 14.

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	4.03 Critique the works of selected choreographers by gaining insight and drawing conclusions through research and observation.	Student Text  Instructor's Guide	Chapter 14, p. 195.  Chapter 2, "Test/Review Questions"; Part II, "Supporting Writing or Discussion Ideas".
<b>5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)</b>	5.01 Identify the purpose and function of dance in a selected ethnic culture.	Student Text    Instructor's Guide	Chapter 2, pp. 32-35, p. 16, "Try This Experiment", & p. 36, "Think About It"; Chapter 3, pp. 44-45.  Chapter 2, "World Dance" & "What Kind of Folk Dance?"
	5.02 Examine and describe the role of the dancer in society as an expressive artist, performer, participant, and creator of artistic values.	Student Text    Instructor's Guide	Chapter 2, pp. 15-36; "Inside Insights" on pp. 45, 76, 89, 91, 99, 100, & 146.  Part II Introduction & Supporting Writing or Discussion Questions
	5.03 Identify and demonstrate an understanding of the development of dance from Ancient through Medieval periods, focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations.	Student Text    Instructor's Guide	Chapter 2, pp. 20-22, (Court ballet), & 32-35 (World Dance); "Inside Insights:" on pp. 45, 76, 89, 91, 99, 100, 130, & 146.  Chapter 2, "Conceptual or Challenge Questions" & "What Kind of Folk Dance?"

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<b>6: The learner will make connections between dance and healthful living. (National Standard 6)</b>	6.01 Execute movements of various body parts and the body as a whole.	Student Text	Chapter 4, pp. 51-66.  Chapter 3, "Improvitational Assignments"; Chapter 4, Handouts 4.1 & 4.2
	6.02 Demonstrate understanding of basic principles of anatomy and kinesiology while performing movement.	Student Text          Instructor's Guide	Chapter 4, pp. 51-66; Chapter 10, pp. 137-144; & Chapter 11, pp. 145-152,  Chapter 4, Handouts 1.4 & 4.4
	6.03 Formulate a plan for meeting personal goals as a dancer by outlining logical steps and organizing resources.	Student Text          Instructor's Guide	Chapter 4, pp. 62-64.  Chapter 1, Handout 1.5; Chapter 4, Handout 4.5
	6.04 Research challenges (fact, propaganda, and opinion) facing professional dancers in maintaining healthy lifestyles.	Student Text          Instructor's Guide	Chapter 4, pp. 61-64; Chapter 5, p. 72, "Figure 5.2"; & Chapter 9, pp. 125-136.  Chapter 1, Handouts 1.2, 1.3, 1.4.; Chapter 4, Handouts 4.1, 4.2, 4.3, 4.4, & 4.5.
<b>7: The learner will make connections between dance and other content areas. (National Standard 7)</b>	7.01 Identify, conclude, or predict commonalities and differences between dance and other content areas with regard to fundamental concepts, materials, elements, and ways of communicating meaning.	Student Text          Instructor's Guide	Chapter 6, pp. 82-93; Chapter 7, pp. 100-104, & 108; Chapter 12, pp. 160-167; Chapter 13, pp. 171-174; Chapter 14, pp. 187-197.  Handout 4.1, 6.2, & 12.1.

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	7.02 Demonstrate the use of a variety of technology to enhance or alter the movement experience.	Instructor's Guide	Chapter 2, "Audiovisual Resources"; Chapter 13, "Improvisation Assignment 13.1"; Chapter 14, "Ideas for Facilitating Your Turn to...Talk!: Who, What, Why?"
	7.03 Make predictions by using data analysis and probability to solve problems related to dance.	Student Text	Chapter 9, p. "Figure 9.1"
<b>8: The learner will understand dance as an art form with a range of opportunities for involvement.</b>	8.01 Identify and demonstrate understanding of the role of an audience in dance.	Student Text  Instructor's Guide	Chapter 3, p. 48, "Inside Insight"; Chapter 14, 189-191.  Chapter 3, "Overview" & Handout 3.1.
	8.02 Demonstrate the use of concentration and focus as part of the role of a performer of dance.	Student Text	Chapter 7, p. 103-104; Chapter 11, pp. 150-151; Chapter 12, pp. 164-167.
	8.03 Identify dance as a vocation and profession and relate the discipline of dance to other aspects of life.	Student Text  Instructor's Guide	Chapter 12, pp. 160-162; Chapter 13, pp. 171-172, & 174-176.  Chapter 14, "Improvisation Assignment 14.2".

