

Curriculum Unit: Grades 9-12—North Carolina

Subject Area: Dance I

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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 and page reference)
1: The learner will identify and demonstrate elements and skills in dance. (National Standard 1)	1.01 Recognize and demonstrate kinesthetic awareness through proper body alignment.	Student Text Instructor's Guide	Chapter 2, pp. 22-24, & 29; Chapter 3, pp. 40-44, esp. "Try This Experiment" pp. 40 & 41-42; Chapter 4, pp. 52-62, esp. "Try This Experiment" on pp. 53, 55, & 57 and "Think About It" on p. 65, #4; Chapter 9, p. 134, "Figure 9.6". Handout 4.3, "Moving in Good Alignment"; "Improvisation Assignments" 3.1 & 3.2, & 4.1.
	1.02 Recognize and demonstrate that different dance forms have various 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".

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	1.03 Demonstrate and define basic modern dance vocabulary.	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”.
2: The learner will understand choreographic principles, processes, and structures. (National Standard 2)	2.01 Employ the use of improvisation (free and structured) to discover and generate movement.	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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	2.03 Identify and explore a range of stimuli (visual, auditory, tactile, and kinesthetic) to create dance movement.	Student Text Instructor's Guide	Chapter 12, pp. 162-163; Chapter 6, p. 91, "Try This Experiment"; Chapter 8, pp. 111-120, & p. 121, "Your Turn to Dance: Field Work"; Chapter 9, pp. 125-136; Chapter 11, 147-151, & p. 152, "Your Turn to Dance: In the Garden"; Chapter 12, p. 169, "Your Turn to Dance: Just Say Yes". "Improvisation Assignment" 8.1, 9.1, 9.2, 11.1, & 11.2; Chapter 10, "Ideas for Facilitating Your Turn to Dance".
	2.04 Recognize and explain how the creative process in dance is influenced by personal movement styles.	Student Text Instructor's Guide	Chapter 3, pp. 45-49 ; Chapter 4, pp. 58-64; Chapter 5, pp. 73-78 ; Chapter 6, pp. 88-92 ; Chapter 7, pp. 105-107 ; Chapter 8, pp. 117-120 ; Chapter 9, pp. 133-135 ; Chapter 10, pp. 138-144; Chapter 11, pp. 145-151. Chapter 10, 11, & Part IV : "Introduction" ; and "Supporting Writing or Discussion Ideas"

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	2.05 Observe, recall, and describe using main ideas and supporting details the use of dance elements in a variety of significant choreographic works.	Student Text Instructor's Guide	Chapter 5, pp. 76 & 77, "Inside Insight"; Chapter 6, p. 82, "Inside Insight"; Chapter 8, p. 119, "Inside Insight"; Chapter 9, p. 131, "Inside Insight"; Chapter 11, p. 146, "Inside Insight"; Chapter 13, p. 197, "Your Turn to...Talk: Who, What, Why?". Chapters 1-13, "Audiovisual Resources"
	2.06 Identify formulas and other abstract expressions to map and predict sequences and patterns that are used in creating dance.	Student Text Instructor's Guide	Chapter 1, p. 13, "Your Turn to Dance: Crossing Borders"; Chapter 2, pp. 16-29; Chapter 3, pp. 40-43; Chapter 5, pp. 73-78; Chapter 6, 84-92; Chapter 7, pp. 105-107; Chapter 8, pp. 109-118, & 121, "Your Turn to Dance: Take a Hike"; Chapter 10, pp. 141-142; Chapter 11, pp. 145-152; Chapter 12, pp. 159-168. Chapter 5, "Improvisation Assignments" 5.1 & 5.2; Chapter 4, "Ideas for Facilitating Your Turn to Dance: Phone-Number Dance"

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	2.07 Define and identify the choreographic principles of unity, variety, contrast, repetition, and transition.	Student Text Instructor’s Guide	Chapter 13, pp. 171-184, & p. 185, “Think About It”, # 5 & 7. Chapter 13
	2.08 Recognize and explain the use of lighting, setting, props, costumes, and other technical/theatrical elements in dance works.	Student Text Instructor’s Guide	Chapter 7, pp. 100-103; Chapter 14, p. 195, # 7. Chapter 14, “Group Discussion and Observation”, #3
3: The learner will understand that dance can create and communicate meaning. (National Standard 3)	3.01 Recognize and demonstrate the use of the human body as an instrument of expression.	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 Observe and discuss significant contemporary dance works with respect to historical, cultural, philosophical, and artistic perspectives.	Student Text Instructor’s Guide	Chapter 2, pp. 16-29; Chapter 14, p. 195. Chapters 1-13, “Audiovisual Resources”; Part II, III, & IV Introduction; Chapter 13, “Improvisation Assignment 13.1”; Chapter 14.
	3.03 Recognize and demonstrate understanding of how technical/theatrical elements used in a dance can influence its interpretation and meaning.	Student Text Instructor’s Guide	Chapter 7, pp. 100-103; Chapter 14, p. 195. Chapter 7, “Test Questions”

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<p>4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)</p>	<p>4.01 Identify a variety of artistic decisions that are required to create and perform dance.</p>	<p>Student Text</p> <p>Instructor's Guide</p>	<p>Chapter 13: pp. 175-184; "Inside Insight" on pp. 177, 179, 183; & "Try This Experiment" on pp. 178, 180, & 181.</p> <p>Part II Introduction; Chapter 13, "Ideas for Facilitating Your Turn to Dance".</p>
	<p>4.02 Identify and discuss possible aesthetic criteria for evaluating dance including skill of performer, style and quality of movement, technical elements, visual or emotional impact, compositional elements (variety, contrast, unity, transition, and repetition) and choreographer's intent.</p>	<p>Student Text</p> <p>Instructor's Guide</p>	<p>Chapter 2, pp. 15-36; Chapter 4, pp. 51-66; Chapter 11, pp. 145-152; Chapter 13, pp. 171-186; Chapter 14, pp. 187-197.</p> <p>Part II Introduction; Chapters 12, 13, & 14.</p>

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6: The learner will make connections between dance and healthful living. (National Standard 6)	6.01 Demonstrate capabilities and limitations of the body through movement exploration.	Student Text Instructor's Guide	Chapter 3, pp. 40-42, & 49; Chapter 4, pp. 51-65. Handout 4.2
	6.02 Identify and discuss functions of muscle groups and bone structure (flexion, extension, circumduction, rotation, abduction, adduction, and hypertension).	Student Text Instructor's Guide	Chapter 4, pp. 51-65. Handout 4.1, "Dem Bones"; Handout 4.2, "What Moves What?"; Handout 4.5, "Strength, Flexibility, and Endurance in Training and Performance".
	6.03 Identify and explain personal responsibilities necessary to perform dance.	Student Text Instructor's Guide	Chapter 9, p. 135. Part II Introduction; Handout 4.4, "Focusing on Warming Up and Cooling Down".
	6.04 Identify issues (fact, propaganda, and opinion) affecting the health and care of the dance instrument to make informed decisions.	Student Text Instructor's Guide	Chapter 4, pp. 61-64; Chapter 5, p. 72, "Figure 5.2"; Chapter 9, pp. 125-135. Handouts 1.4, 4.1, 4.2, 4.3, 4.4, & 4.5.
7: The learner will make connections between dance and other content areas. (National Standard 7)	7.01 Identify, conclude, or predict connections between dance and other content areas by applying criteria for evaluation.	Student Text Instructor's Guide	Chapter 6, pp. 82-93; Chapter 7, pp. 100-104; Chapter 12, pp. 160-167; Chapter 13, pp. 171-174; Chapter 14, pp. 187-197. Handouts 6.2, & 12.1.

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	7.02 Use technology as a tool for exploring and creating dance.	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?"
8: The learner will understand dance as an art form with a range of opportunities for involvement.	8.01 Demonstrate appropriate audience etiquette using good listening skills, attentive behavior, and respect for the audience and performers.	Student Text Instructor's Guide	Chapter 3, p. 48, "Inside Insights"; Chapter 14, pp. 189-191. Handout 3.1; Chapter 3.
	8.02 Demonstrate understanding of concentration and focus as part of the role of a performer of dance.	Student Text Instructor's Guide	Chapter 7, pp. 103-104; Chapter 11, pp. 150-151; Chapter 12, pp. 164-167. Handouts 1.1 & 1.2.
	8.03 Identify career related to dance in contemporary society.	Student Text Instructor's Guide	Chapter 12, pp. 160-162; Chapter 13, pp. 171-172, & 174-176. Chapter 14, "Improvisation Assignment 14.2".
	8.04 Determine the economic challenges facing professional dance companies in America and other countries.	Student Text Instructor's Guide	Chapter 1, p. 8, "Inside Insight"; Chapter 5, pp. 76-77, "Inside Insight". Chapter 2, "Audiovisual Resources"; & Part IV Introduction.

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	8.05 Demonstrate personal progress through the creation and use of a dance portfolio containing written and/or visual samples of student work.	Student Text Instructor's Guide	Chapters 1-14, "Think About It" on pp. 12, 36, 49, 65, 78, 92, 107, 120, 135, 143, 151, 168, 185, & 196; Chapter 13, p. 186, "Your Turn to Dance: What If". Chapters 1-14, "Conceptual or Challenge Questions".