

| Curriculum Unit | | Fine Arts | | |
|--|--|---|---|-----------------------------------|
| Subject Area | | Dance Level II, High School | | |
| Course | | Dance Level II, High School | | |
| Publisher | | | | |
| Program Title | | | | |
| ISBN | | | | |
| TEKS (Knowledge and Skills) | Student Expectation | Breakout | Location of student expectation/TEKS. | Page(s) |
| 01. Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to: | A. demonstrate a developing kinesthetic and spatial awareness; | 01. demonstrate a developing kinesthetic awareness; | Student Edition ch 1/Student Edition ch 2/Teacher Software Introductory Improvisations and Structures for Part I | 6-9/ 18-19/ 2-10 |
| 01. Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to: | A. demonstrate a developing kinesthetic and spatial awareness; | 02. demonstrate a developing spatial awareness; | Student Edition ch 4/SE ch 7/TS ch 4 Test/Review Questions and Ideas for Facilitating "Your Turn to Dance"/SE Part II Introductory Improvisations | 53-58, 66/95-108/3-4/5-11 |
| 01. Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to: | B. demonstrate respect for others when working in groups; | >>>>> | SE ch 12/TS Figure I.1, Figure I.3 | 157-160/Figure I.1 and Figure I.3 |
| 01. Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to: | C. demonstrate effectively the connection between emotions and movement; and | >>>>> | SE ch1/SE ch2/SE ch3/TS Ideas for facilitating Your Turn to Dance | 12/44-45/48/TS 4 |
| 01. Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to: | D. identify details in movement in natural and constructed environments. | 01. identify details in movement in natural environments. | SE ch7/SE ch8/SE ch11 | 107/113, 119/152 |
| 01. Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to: | D. identify details in movement in natural and constructed environments. | 02. identify details in movement in constructed environments. | SE ch7/SE ch8/SE ch11 | 107/113, 119/152 |
| 02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: | A. communicate using appropriate anatomical and dance terminology; | 01. communicate using appropriate anatomical terminology; | Se ch2/SE ch4 | 22-25/58-64, 65 question #4 |
| 02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: | A. communicate using appropriate anatomical and dance terminology; | 02. communicate using appropriate dance terminology; | Se ch2/SE ch4 | 29/58-64 |
| 02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: | B. perform with proper skeletal alignment; | >>>>> | SE ch1/SE ch2 | 6-9/22-24, 29 |

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| 02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: | C. exhibit strength, flexibility, and endurance in dance training and performances; and | 01. exhibit strength in dance training; and | SE ch4/SE ch8/TS, part I opener | 61-63/113-118/fig I.4 |
| 02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: | C. exhibit strength, flexibility, and endurance in dance training and performances; and | 02. exhibit strength in dance performances; and | Se ch2/SE ch4/TS, part I opener | 22-24. 29/61-63/fig. I.4 |
| 02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: | C. exhibit strength, flexibility, and endurance in dance training and performances; and | 03. exhibit flexibility in dance training; and | SE ch2/SE ch 4/TS, part I opener | 22-24, 29/61-63/fig I.4 |
| 02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: | C. exhibit strength, flexibility, and endurance in dance training and performances; and | 04. exhibit flexibility in dance performances; and | SE ch2/SE ch 4/TS, part I opener | 22-24, 29/61-63/fig I.4 |
| 02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: | C. exhibit strength, flexibility, and endurance in dance training and performances; and | 05. exhibit endurance in dance training; and | SE ch 4/TS, part I opener | 62-63/part one opener |
| 02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: | C. exhibit strength, flexibility, and endurance in dance training and performances; and | 06. exhibit endurance in dance performances; and | The demonstration of endurance could be applied to virtually any of the Your Turn To Dance by challenging the student to maintain a higher degree of performance intensity | 13, 49, 66, |
| 02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: | D. incorporate proper conditioning and injury prevention practices. | 01. incorporate proper conditioning practices. | TS, part I opener, figure I.4 | Figure I.4 |
| 02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: | D. incorporate proper conditioning and injury prevention practices. | 02. incorporate proper injury prevention practices. | TS, part I opener, figure I.4 | Figure I.4 |
| 03. Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: | A. perform extended movement patterns with rhythmic accuracy in traditional concert dance styles; | >>>>> | SE ch2/SE ch6/TS ch6 | 36/91, 93/ch 6, pgs.3, 4 |

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| 03. Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: | B. demonstrate the elements of dance effectively; | >>>>> | SE ch5/SE ch6/SE ch7/SE ch8 | 76/93/108/121 |
| 03. Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: | C. improvise dance phrases, using the concept of abstraction; and | >>>>> | SE ch5/SE ch7/SE ch12 | 79/97/165 |
| 03. Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: | D. incorporate choreographic processes such as retrograde and inversion in dance styles. | >>>>> | SE ch2/SE ch13 | 36/177, 179, 181 |
| 04. Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to: | A. perform dances of various cultures; | >>>>> | SE ch1/SE ch2 | 13/36 |
| 04. Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to: | B. choreograph short dance phrases that exhibit an understanding of various historical periods; and | >>>>> | SE ch2/TS ch2 | 19, 21, 25/7-8 |
| 04. Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to: | C. perform dances in various mediums such as musical theatre, film, and video. | >>>>> | SE ch2/TS part III opener and TS part IV opener specifically resources for dance sections | 19, 25, 29-32/part III 3-9, part IV 3-9 |
| 05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: | A. identify characteristics of a variety of dances; | >>>>> | SE ch1/SE ch 2 | 10/17, 21, 25 |
| 05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: | B. analyze qualities of performance and production in dance; | 01. analyze qualities of performance in dance; | SE ch2/SE ch10/SE ch11/SE ch12 | 16/143/145-149/168-169 |
| 05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: | B. analyze qualities of performance and production in dance; | 02. analyze qualities of production in dance; | SE ch 14 | 188-189, 191 |

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| 05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: | C. identify similarities of form and expression in dance and other fine arts; and | 01. identify similarities of form in dance and other fine arts; and | SE ch3/SE ch6/SE ch7/SE ch12/TS ch14 | 47/82/100/165/1-4 |
| 05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: | C. identify similarities of form and expression in dance and other fine arts; and | 02. identify similarities of expression in dance and other fine arts; and | SE ch5/SE ch8/SE ch9/SE ch13 | 70-71/111/130-131/questions 3-7, p. 185 |
| 05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: | D. identify and apply dance and dance-related skills such as creative problem-solving, cooperation, and self-discipline to various work experience. | 01. identify dance skills such as creative problem-solving, cooperation, and self-discipline to various work experience. | SE ch5/SE ch8/SE ch9/SE ch13 | 70-71/111/130-131/questions 3-7, p. 185 |
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