

Curriculum Unit		Fine Arts		
Subject Area		Dance Level I, High School		
Course		Dance Level I, 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 basic kinesthetic and spatial awareness with others;	01. demonstrate basic kinesthetic awareness with others;	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 basic kinesthetic and spatial awareness with others;	02. demonstrate basic spatial awareness with others;	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. develop sensitivity toward 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. express ideas and emotions through movement; and	01. express ideas through 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:	C. express ideas and emotions through movement; and	02. express emotions through movement; and	SE ch8/SE ch9/TS Part IV opener-- supporting or writing ideas	114, Try This Experiment/118, Try This Experiment/128/TS Part IV opener, pages 1-3
01. Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:	D. interpret images found in the environment through movement.	>>>>>	SE ch1/SE ch2/SE ch4/SE ch11/SE ch7	12-Think About It Question 5/33/72-74/146 Inside Insight/ 97-Try This Experiment
02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to:	A. 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:	B. demonstrate basic principles of proper skeletal alignment; and	>>>>>	SE ch1/SE ch2	6-9/22-24, 29
02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to:	C. practice an effective warm-up and cool-down, using elements of proper conditioning.	01. practice an effective warm-up, using elements of proper conditioning.	TS, part I opener, figure I.4	Figure I.4

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02. Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to:	C. practice an effective warm-up and cool-down, using elements of proper conditioning.	02. practice an effective cool-down, using elements of proper conditioning.	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 memorized movement sequences with rhythmical accuracy in several dance styles, including classical ballet, tap, modern, and ethnic dance;	>>>>>	SE ch2/SE ch6/ TS ch2	19, 25/92, 93/ 7-8
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. identify the effective use of dance elements in practice and performance;	01. identify the effective use of dance elements in practice;	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:	B. identify the effective use of dance elements in practice and performance;	02. identify the effective use of dance elements in performance;	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 and demonstrate original movement; and	01. improvise original movement; and	SE ch1/SE ch2/SE ch3/SE ch4/SE ch5	13/36/49/66/79
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 and demonstrate original movement; and	02. demonstrate original movement; and	SE ch6/SE ch7/SE ch8/ SE ch11	79/94/108/121/152
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. perform basic compositional forms, using fundamental choreographic processes.	>>>>>	SE ch12/ SE ch 13	159/178, 183, 186
04. Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	A. analyze the characteristics of dances from several diverse cultures;	>>>>>	SE ch1/ SE ch2/SE ch11	4-5/16-17, 20-22/145-147

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04. Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	B. perform dance phrases or dances from several time periods with an understanding of historical and social contexts; and	01. perform dance phrases or dances from several time periods with an understanding of historical contexts; and	SE ch2/ TS ch2	19, 21, 25/ 7-9
04. Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	B. perform dance phrases or dances from several time periods with an understanding of historical and social contexts; and	02. perform dance phrases or dances from several time periods with an understanding of social contexts; and	SE ch2/ TS ch2	19, 25/ 7-9
04. Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	C. identify historical figures and their significance in dance history.	01. identify historical figures in dance history.	SE ch1/ SE ch2/ SE ch6	8/20, 21-22, 26-27, 32-31 /83
04. Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	C. identify historical figures and their significance in dance history.	02. identify historical figures' significance in dance history.	SE ch1/ SE ch2/ SE ch9/ SE ch11	8/30-32/130,131/146
05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to:	A. incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance;	01. incorporate appropriate movement vocabulary when identifying qualities of performance in dance;	SE ch1/ SE ch3/ SE ch10	7, 10/44/139-141, 149
05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to:	A. incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance;	02. incorporate appropriate movement vocabulary when discussing meaning of performance in dance;	Se ch3/ SE ch8/SE ch11/ SE ch12	44/109-110/145-147/164
05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to:	A. incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance;	03. incorporate appropriate movement vocabulary when identifying qualities of production in dance;	SE ch14	189, 191-193, 195
05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to:	A. incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance;	04. incorporate appropriate movement vocabulary when discussing meaning of production in dance;	SE ch 14	189, 191-193, 195, 196
05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to:	B. demonstrate appropriate audience behavior and etiquette in the classroom and at performances;	01. demonstrate appropriate audience behavior in the classroom;	TS, Introduction and figure Intro.I	6-7, figure Intro.1

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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:	B. demonstrate appropriate audience behavior and etiquette in the classroom and at performances;	03. demonstrate appropriate audience etiquette in the classroom;	TS, Introduction and figure Intro.I	6-7, figure Intro.1
05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to:	B. demonstrate appropriate audience behavior and etiquette in the classroom and at performances;	04. demonstrate appropriate audience etiquette at performances;	SE ch13/ SE ch14	173/183
05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to:	C. identify relationships between dance and other fine art subjects; and	>>>>>	SE ch3/ SE ch6/ SE ch7/ SE ch12	46/??/100/165
05. Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to:	D. distinguish commonalities between dance and subject areas such as English, mathematics, science, and social studies.	>>>>>	SE ch2/ SE ch8/ SE ch12	16-17/ 111, 113/ 160, 165