

GRADE 9-12 PROFICIENT

DANCE	ENGLISH/LANGUAGE ARTS
1.0 Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.	Language #1b (9-10) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).	Reading Lit #1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Informational #1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2.0 Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.	Writing #4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Writing #5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here .)
3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.	Reading Lit #6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
4.0 Students critically assess and derive meaning from works of dance, performance of dancers, and original	Reading Lit #2 Determine a theme or central idea of a text and analyze in detail its development over the course

<p>works according to the elements of dance and aesthetic qualities.</p>	<p>of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Reading Lit #4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>Reading Lit #5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>Reading Lit #7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>Informational #2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Informational #4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Informational #5 Analyze in detail how an author’s ideas or claims are</p>
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	<p>developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>Speaking & Listening #1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).</p>	<p>Reading Lit #3 (11-12) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
<p>4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).</p>	<p>Reading Lit #1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Reading Lit #3 (11-12) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Informational #1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>4.3 Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.</p>	<p>Reading Lit #1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Reading Lit #3 (11-12) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is</p>

	<p>ordered, how the characters are introduced and developed).</p> <p>Informational #1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>5.1 Demonstrate effective use of technology for recording, analyzing, and creating dances.</p>	<p>Writing #6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>

DANCE	HISTORY-SOCIAL SCIENCE
<p>3.0 Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p>	<p>10.3#7 Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.</p> <p>10.6#4 Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).</p> <p>11.5#5 Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).</p> <p>11.5#6 Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.</p> <p>11.8#8 Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and</p>

	artistic styles).
4.4 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.	<p>10.3#7 Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.</p> <p>10.6#4 Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).</p> <p>11.5#5 Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).</p> <p>11.5#6 Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.</p> <p>11.8#8 Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).</p>

DANCE	MATHEMATICS
1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.	<p>Geo/Congruence #1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p>Geo/Congruence #3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p>Geo/Congruence #4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and</p>

	<p>line segments.</p> <p>Geo/Congruence #12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). <i>Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i></p> <p>Geo/Measure & Dim #4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p> <p>Geo/Modeling with Geo #3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p>
<p>1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).</p>	<p>Geo/Congruence #1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p>Geo/Congruence #3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p>Geo/Congruence #4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>Geo/Congruence #12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices,</p>

	<p>paper folding, dynamic geometric software, etc.). <i>Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i></p> <p>Geo/Measure & Dim #4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p> <p>Geo/Modeling with Geo #3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p>
<p>2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent.</p>	<p>Geo/Congruence #1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p>Geo/Congruence #3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p>Geo/Congruence #4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p>
<p>2.3 Design a dance that utilizes an established dance style or genre.</p>	<p>Stat/Make Decisions #3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. <i>For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test</i></p>

	<i>where each question has four choices, and find the expected grade under various grading schemes</i>
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DANCE	SCIENCE
2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent.	Inv/Exper 1a Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.	<p>Physics 1b,d Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law). Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law).</p> <p>Physics 1f Students know applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed (e.g., Earth's gravitational force causes a satellite in a circular orbit to change direction but not speed).</p> <p>Physics 2e,f Students know momentum is a separately conserved quantity different from energy. Students know an unbalanced force on an object produces a change in its momentum.</p>