

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material						
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts					
Subchapter	Subchapter F. High School, Adopted 2013					
Course	§117.306. Dance, Level I (One Credit), Adopted 2013.					
Publisher	Human Kinetics					
Program Title	Discovering Dance					
Program ISBN	Print book with web resource: 978-1-4504-6886-2					
<p>(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following dance courses: Principles of Dance I, Ballet I, Modern/Contemporary Dance I, Jazz I, Tap I, World Dance Forms I, Dance Composition/Improvisation I, Dance Theory I, Dance Performance/Ensemble I, Dance and Media Communication I, Dance Production I, and Dance Wellness I (one credit per course). The prerequisite for Dance and Media Communication I is Dance, Middle School 1, 2, or 3.</p>						
<p>(b) Introduction.</p> <p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p> <p>(2) Four basic strands--foundations: perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>						
<p>(c) Knowledge and Skills.</p>						
Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(A) define basic kinesthetic and spatial awareness individually and in groups	(i) define basic kinesthetic awareness individually	Instruction	978-1-4504-6886-2	Chapter 2, p. 25	Topic heading: Kinesthetic Awareness
			Activity	978-1-4504-6886-2	Chapter 2, p. 26	Activity 2.3: Your Kinesthetic Sense
			Instruction	978-1-4504-6886-2	Chapter 3, p. 42, 46, Chapter 4, 58, Chapter 14, p. 252	Chapter 3, Topic heading: Body, Relationships; Chapter 4, Topic heading: Discovering Dance Composition, Chapter 14, Topic heading: Preparing for Performance.
			Activity	978-1-4504-6886-2	Student Web Resource (WR) Chapter 2	Additional Resources for Students: #3 Exploring Your Kinesthetic Sense
			Assessment	978-1-4504-6886-2	WR: Review Questions and Chapter 2, p. 36	Multiple Choice, #6.
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(A) define basic kinesthetic and spatial awareness individually and in groups	(ii) define basic kinesthetic awareness in groups	Instruction	978-1-4504-6886-2	Chapter 2, pp. 25-26	Topic heading: Developing Kinesthetic Awareness (p. 25 and after Activity 2.3 on p. 26)
			(Drop-down menu)	978-1-4504-6886-2	Chapter 3, p. 46	Topic heading: Relationships
			Activity	978-1-4504-6886-2	WR Chapter 3	Work Sheets: 3.2 Relationship Activities with a partner: Meetings, Lead and Follow Activities
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(A) define basic kinesthetic and spatial awareness individually and in groups	(iii) define basic spatial awareness individually	Instruction	978-1-4504-6886-2	Chapter 2, p. 29	Topic heading: Personal and General Space
			Activity	978-1-4504-6886-2	Chapter 2, p. 29	Activity 2.5: Discover Your Personal Space
			Instruction	978-1-4504-6886-2	Chapter 3, p. 42	Topic heading: Space
			Activity	978-1-4504-6886-2	Chapter 3, p. 51; WR Chapter 3	Activity 3.4 Reflect on your Movement Experience; WR: Additional Resources for Students, #1
			Assessment	978-1-4504-6886-2	Chapter 2, p. 37; Chapter 3, p. 52	Review Question: Chapter 2, Matching #1; Chapter 3, True or False #2.

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(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(A) define basic kinesthetic and spatial awareness individually and in groups	(iv) define basic spatial awareness in groups	Instruction	978-1-4504-6886-2	Chapter 2, p. 29; Chapter 3, p. 42.	Topic headings: Chapter 2, Personal and General Space; Chapter 3, Space
			Activity	978-1-4504-6886-2	Chapter 3, p. 51; WR/TWR Chapter 3	Activity 3.4 Reflect on your Movement Experience; WR/TWR: Worksheet, #2 Relationships in groups; Additional Resources for Students, #1 Finding Personal and General Space
			Activity	978-1-4504-6886-2	Chapter 3, p. 51; WR/TWR Worksheet and Additional Resources for Students	Activity 3.4 Reflect on your Movement Experience ; WR/TWR Worksheet # 2: Relationships in Groups; Additional Resources for Students #1.
			Instruction	978-1-4504-6886-2	Chapter 4, pp. 65-66	Pathway designs
			Assessment	978-1-4504-6886-2	WR Chapter 3 Assessment tools	Assessment Tools: Chapter 3: Individual performance, and Group performance
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(B) identify a comprehensive understanding of health, safety, and wellness for dancers	(i) identify a comprehensive understanding of health for dancers	Instruction	978-1-4504-6886-2	Chapter 2, pp. 33-34	Topic heading: Thinking Like a Dancer: Nutrition, Hydration, Rest and Self-Care
			Assessment	978-1-4504-6886-2	Chapter 2, p. 35	Portfolio Assignment: Health & Wellness Plan for healthy dancer
			Instruction	978-1-4504-6886-2	Chapter 2, p. 23	Topic heading: Body Composition
			Activity	978-1-4504-6886-2	WR Chapter 2	Additional Resources for Students #2 Ways to Relieve Stress activities; Extended Learning Activities #2 Conduct Personal Fitness Assessment and Determine Goals
			Assessment	978-1-4504-6886-2	Chapter 2, p. 36	Review Question: Fill in the Blanks, #2.
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(B) identify a comprehensive understanding of health, safety, and wellness for dancers	(ii) identify a comprehensive understanding of safety for dancers	Instruction	978-1-4504-6886-2	Chapter 2, pp. 27, 31-32	Topic headings: Dance Safety (p. 27), Physical Responsibility (p. 31), Treating Dance Injuries (p. 32)
			Assessment	978-1-4504-6886-2	Chapter 2, p. 37	Review Questions: Matching #3
			Instruction	978-1-4504-6886-2	Chapters 6, p. 107; 9, p. 150; 10, p. 182; 11, p. 199; 12, p. 216.	Topic headings: Chapters 6: Social Dance Safety, 9: Ballet Class Safety, 10: Modern Dance Class Safety, 11: Jazz Dance Class Safety 12: Tap Dance Class Safety
			Assessment	978-1-4504-6886-2	WR: Assessment Tools Chapters 9, 10, 11, 12, 13	WR Chapters 9,10,11, 12, 13: Evaluate your Dance "specific genre" Performance assessment tools
			Instruction	978-1-4504-6886-2	Chapter 2, pp. 33-34	Topic heading: Thinking Like a Dancer: Nutrition, Hydration, Rest and Self-Care for the healthy dancer
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(B) identify a comprehensive understanding of health, safety, and wellness for dancers	(iii) identify a comprehensive understanding of wellness for dancers	Assessment	978-1-4504-6886-2	Chapter 2, p. 35	Portfolio Assignment: Health & Wellness Plan
			Assessment	978-1-4504-6886-2	Chapter 2, p. 36	Review Quiz: Fill in the Blank, question 2.
			Activity	978-1-4504-6886-2	WR Chapter 2	Extended Learning Activities #2 Conduct Personal Fitness Assessment and Determine Goals
			Instruction	978-1-4504-6886-2	Chapter 4, pp. 65, 68	Topic headings: Choreographic design (p.65), Artistry (p. 68)

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			Activity	978-1-4504-6886-2	Chapters 9 pp. 139-167, 10 pp. 169-190, 11 pp. 191-209, 12 pp. 211-224, 13 pp. 225-236.	Chapters 9, Ballet, 10 Modern Dance, 11 Jazz Dance, 12 Tap Dance, and 13 Dance as Entertainment address specific dance genres and include activities for learning, performing, creating, responding, and evaluating each dance genre
			Instruction	978-1-4504-6886-2	Chapters 9 pp. 139-167, 10 pp. 169-190, 11 pp. 191-209, 12 pp. 211-224, 13 pp. 225-236.	Chapters 9, Ballet, 10 Modern Dance, 11 Jazz Dance, 12 Tap Dance, and 13 Dance as Entertainment are specific dance genres instructional chapters
			Assessment	978-1-4504-6886-2	Chapters 9, p.163; 10, p. 206; 12, p.221; 13 p.234	Activity 9.4 Evaluate Your Development; Activity 10.4 Evaluate Your Modern Dance; Activity 11.5 Evaluate Your Jazz Dance; Activity 12.5 Evaluate your Tap Dance; Activity 13.5 Evaluate Your Dance Performance.
			Assessment	978-1-4504-6886-2	WR Chapters 9, 10, 11, 12, 13 Assessment Tools	WR Chapters 9, 10, 11, 12, 13: Dance genre specific "Evaluate your Dance Performance" and "Evaluate Your Development" assessment tools
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(C) recognize knowledge of dance genres, styles, and vocabulary	(ii) recognize knowledge of dance styles	Instruction	978-1-4504-6886-2	Chapter 4, pp. 62, 68	Personal style (paragraph before Dance Structures), "Unity" definition includes dance styles. (p. 68)
			Activity	978-1-4504-6886-2	Chapter 9, p. 141; Chapter 10, p. 177, p. 178, Chapter 11, p. 198, 204, Chapter 12, p. 221, Chapter 13, pp. 231, 232, 232. WR Chapters 9 and 10, 11, 12.	Activity 9.1: Ballet Styles, 9.3. Translation Please; Activity 10.2 Learn from Early Modern Dance Choreographers, 10.3 Study in Abstract Modern Dance; Activity 11.2 Social Dance Influences, 11.4 Create a Combination, Activity 12.2 Tap Combinations, 12.3 Create Your Own Tap Dance Combination; Activity 13.2 Learn a Dance or Drill Team Combination, 13.3 Dance in Musical Theatre, 13.4 Dance on Camera. WR Chapters 9 and 10: Comparison sheet for Ballet, Modern Dance, and Contemporary Styles; Chapter 9 Extended Learning Activity #1 Viewing Ballet Styles Through History; Chapter 11 Extended Learning Activities #1 Your Contemporary Jazz Combination and #2 Jazz Dance Retro Research Activity; Chapter 12 Extended Learning Activity #3 Viewing Tap Dance Movies
			Assessment	978-1-4504-6886-2	Chapter 10 p. 187; Chapter 11 p. 206; Chapter 12 p. 221; Chapter 13, p. 234. WR Assessment Tools for Chapters 9, 10, 11, 12, 13.	Assessment activities: Chapter 10 Activity 10.4 Evaluate Your Performance; Chapter 11 Activity 11.5 Evaluate Your Jazz Dance, Chapter 12 Activity 12.5 Evaluate Your Tap Dance Performance; Chapter 13 Activity 13.5 Evaluate Your Dance Performance; WR Assessment Tools: Evaluate Your Dance Performance

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			Instruction	978-1-4504-6886-2	Chapter 9, pp. 141, 149, 150; Chapter 10, pp. 173, 182; Chapter 11, pp.192, 193, 194, 197, 198, 202; figure 11.6, p. 203; Chapter 12, pp.213, 220; Chapter 13, pp.227, 228-230, 230, 231	Topic headings: Chapter 9, Discovering Ballet Styles, Choreography styles (last section on the page); Methods and Schools; Chapter 10, Early Twentieth Century, Basics of Modern Dance; Chapter 11: Introduction, Exploring Jazz Dance, History of Jazz Dance, Jazz Hands, figure 11.6, Center and Across the Floor; Chapter 12: Tap Dance Styles. Chapter 13: Introduction, Exploring Dance a Entertainment, History of Dance as Entertainment, Dance and Drill Teams, Dance in Musical Theater, Dance for the Camera.
			Assessment	978-1-4504-6886-2	Chapter 11: p. 207, 208	Chapter 11 Review Questions: True or False # 3, Multiple Choice #3.
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(C) recognize knowledge of dance genres, styles, and vocabulary	(iii) recognize knowledge of dance vocabulary	Instruction	978-1-4504-6886-2	Chapter 3, pp.41, 42, 48, 51	Topic heading: Exploring the Elements of Dance, Dynamics, Summary
			Activity	978-1-4504-6886-2	Chapter 4, pp.57, 61, 63	Activity 4.1: Movement Invention, 4.2 Create a Movement Sequence, 4.3 Creating Movement Statements
			Instruction	978-1-4504-6886-2	Part II: Chapters 6, 7, Part III: Chapter 9, pp. 156-161; Chapter 10, pp. 182-186; Chapter 11, p. 199-201, 201-2013, 203-206; Chapter 12, pp. 218-220.	Chapter 6, pp. 100 & 102. Social Dance Vocabulary; Chapter 7, p. 122. Folk dance vocabulary; Chapter 9, Barre and Center (vocabulary); Chapter 10, Basics of Modern Dance and Modern Dance Technique (vocabulary); Chapter 11, Warm-up, Jazz Dance Techniques, Step Combinations, Turns, Elevation Steps; Chapter 12, Steps and Exercises.
			Activity	978-1-4504-6886-2	Chapter 9, p. 162, Chapter 10, pp. 182 and 182-186, Chapter 11, p. 204, Chapter 12, p. 219, 220. WR: Extended Learning Experiences: Chapters 9, 10, 11.	Activity 9.3. Translation Please; 10. 4 Dancer and Choreographer; 11. 3 Create a Jazz Dance Warm-up, 11.4 Create a Combination; 12.2 Tap Combinations, 12.3 Create Your Own Tap Dance Combination. WR Extended Learning Activities: Chapter 9 #3 Speaking Ballet, Chapter 10 #4, Speaking Modern Dance, Chapter 11#3. Speaking Jazz Dance
			Assessment	978-1-4504-6886-2	Vocabulary terms for each chapter appear on chapter-opening page and throughout the chapter. WR chapters include vocabulary terms. Assessment tools use dance genres and styles, and vocabulary terms.	Vocabulary terms are included in each chapter; WR Vocabulary terms for each chapter are presented with and without definitions, Assessment tools for performance evaluation of dance vocabulary for each dance genre and style covered in Chapters 3, 4, 6, 7, 9, 10, 11, 12, 13.

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(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(D) identify images found in the environment through movement	(i) identify images found in the environment through movement	Instruction	978-1-4504-6886-2	Chapter 4, p. 60; Chapter 14, p. 239.	Chapter 4: Topic headings: Sources of Movement, Improvisation; Chapter 14: Topic heading: Theater and Other Performance Spaces
			Activity	978-1-4504-6886-2	Chapter 10, p. 188 and Chapter 4 WR: video clip, WR Extended Learning Activities, Chapter 10 Extended Learning Activity #3	Chapter 10: Portfolio Assignment: Natural Environment, Chapter 4: WR Video clip, Extended Learning Activities #1: EJournal: Global Dance Awareness, Extended Learning Activities: guided experience for "winter dance" uses images of winter for creative movement and dance. WR Chapter 10 Extended Learning Activities #3 Landscape and climate dances)
			Instruction	978-1-4504-6886-2	Chapter 5 pp. 79-83, Chapter 7, p. 116; Chapter 8, p. 129	Chapter 5, Topic headings: Prehistory through From the Dark and Middle Ages to the Renaissance; Chapter 7, Topic heading: Types of Folk Dances; Chapter 8, Topic headings: Discovering Cultural Dance
			Instruction	978-1-4504-6886-2	WR: Chapters 5, historical dances; Chapters 6, 7, and 8: Explore More sections	WR Chapter 5 Historical Dances related to different time periods; Chapter 7 and 8 Explore More sections include each country's geography, history and dance history of genres, and styles.
			Assessment	978-1-4504-6886-2	WR and Chapter Review Questions: Chapter 7, p. 125, Chapter 8, p. 135.	WR Review Questions and Chapters 7, Multiple Choice #2, 8 Multiple Choice #1.
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(A) explain basic principles of proper body alignment	(i) explain basic principles of proper body alignment	Instruction	978-1-4504-6886-2	Chapter 2, p. 26-27, Chapter 9, p. 150, Chapter 10, p. 185	Topic heading: Alignment—contains definition and checklist of steps for building alignment, Topic headings: Chapter 9 Basics of Ballet Class, Chapter 10, Body Shapes
			Assessment	978-1-4504-6886-2	WR Chapter 2 Worksheet #1, Extended Learning Activities #1	Worksheet #1: checklist for Alignment, Extended Learning Activities: #1 Assess your Alignment
			Activity	978-1-4504-6886-2	Chapter 2, p. 28; WR Chapter 2: Additional Resources for Students #1	Activity 2.4: Sense your Alignment; WR Chapter 2 Additional Resources for Students #1 Building Correct Alignment
			Assessment	978-1-4504-6886-2	WR Review Questions, Chapter 2, p. 37	WR Review Questions, Chapter 2, Matching question # 9.
				978-1-4504-6886-2	WR Chapters 9, 10, 11, 12: Assessment Tools.	WR Chapters 9, 10, 11, 12: Assessment Tools: "Evaluate your Dance Performance"
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(B) explore, improvise, and demonstrate original movement during the creative process	(i) explore original movement during the creative process	Instruction	978-1-4504-6886-2	Chapter 3, pp. 41-46; Chapter 10, p. 181. WR Chapter 3 Video clips.	Topic heading: Exploring the Elements of Dance, Thinking like a Dancer, Creative Process, WR Chapter 3 Video clips: even and uneven locomotor movements, movement qualities, effort actions
			Activity	978-1-4504-6886-2	Chapter 3, pp. 41, 45, 51	Activities 3.1 Ways to Move, 3.2 Effort Actions and Movement Qualities, 3.4 Reflect on Your Movement Experience
			Instruction	978-1-4504-6886-2	Chapter 4, pp. 57, 58, 59- 60, 60	Introduction, Topic headings: Discovering Dance Composition (p. 58), Exploring Dance Composition (p. 59), Creative process (pp 59-60), Sources of Movement (p. 60)

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			Activity	978-1-4504-6886-2	Chapter 4, pp. 57, 61	Activity 4.1: Movement Invention, 4.2 Create a Movement Sequence
			Assessment	978-1-4504-6886-2	WR Chapter 3 and 4: Assessment Tools	Chapter 3: Assessment Tools: Elements of Dance: Individual Performance, Group Performance, and Group Work projects performances
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(B) explore, improvise, and demonstrate original movement during the creative process	(ii) improvise original movement during the creative process	Instruction	978-1-4504-6886-2	Chapter 4, pp. 57, 60, 62	Definition: Improvisation, Topic heading: Creative and Choreographic processes, Sources of Movement
			Activity	978-1-4504-6886-2	Chapter 3, pp. 41, 51. WR Chapter 3	Activity 3.1: Ways to Move, 3.4 Reflect on your Movement experience. WR Chapter 3: Extended Learning Activities: #1 Learning a Movement Sequence, #2 Changing Intent (change the movement to different music selection).
			Instruction	978-1-4504-6886-2	Chapter 10, p. 181	Activity 10.4: Dancer and Choreographer
			Activity	978-1-4504-6886-2	Chapter 4 pp. 57, 61, 63. WR: Chapter 4	Activity 4.1: Movement Invention, 4.2 Create a Movement Sequence, 4.3 Creating Movement Statements. WR Chapter 4 Additional Resources for Students #1 Extend Your Movement Statements into a Movement Study, #2 Musical Forms
			Assessment	978-1-4504-6886-2	WR Chapters 3, 4, 10	WR Chapter 3: Assessment Tools: Elements of Dance: Individual Performance and Group Performance, Observation Skills. WR Chapter 4: Dance Composition Assessment Tools: Individual performance, compositions such as movement statement or section. WR Chapter 10: Performance Rating Scale and Rubric for Evaluate Your Performance and Assessing your Development
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(B) explore, improvise, and demonstrate original movement during the creative process	(iii) demonstrate original movement during the creative process	Instruction	978-1-4504-6886-2	Chapter 4, pp. 59, 60, 61, 62	Topic headings: Creative and Choreographic Processes pp. 59-60, p. 60, 62), Sources of Movement (p. 60)
			Activity	978-1-4504-6886-2	Chapter 4, pp. 57, 61, 63-64-65. WR Chapter 4	Activity 4.1: Movement Invention, 4.2 Create a Movement Sequence, 4.3 Creating Movement Statements. WR Chapter 4 Additional Resources for Students #1 Extend Your Movement Statements into a Movement Study, #2 Musical Forms
			Instruction	978-1-4504-6886-2	Chapter 10, p. 181	Activity 10.4: Dancer and Choreographer
			Review	978-1-4504-6886-2	Chapter 4, p. 71	Portfolio Assignment
			Assessment	978-1-4504-6886-2	WR Chapters 3, 4, 10	WR Chapter 3, Assessment Tools: Elements of Dance, Individual Performance, and Group Performance. WR Chapter 4, Dance Composition Assessment Tools: Individual performance, Compositions such as movement statement or section. WR Chapter 10, Performance Rating Scale and Rubric for Evaluate Your Performance and Assessing your Development
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(C) express ideas and emotions through movement	(i) express ideas through movement	Instruction	978-1-4504-6886-2	Chapter 4, pp. 56-57, 58, 59-60, 62-63, 66, 69	Chapter 4: Introduction, Topic headings: Discovering Dance Composition, Exploring Dance Composition, Creative and Choreographic Processes, Dance Structures, Choreographic Designs, Viewing Dance Works
			Activity	978-1-4504-6886-2	Chapter 4, pp. 61, 62, 64-65, Chapter 10, pp. 171, 178, 181.	Chapter 4: Activity 4.2 Create a Movement Sequence, 4.3 Creating Movement Statements; Chapter 10: Activity 10.1 Express Your Point of View, 10.3: Study in Abstract Modern Dance, 10.4: Dancer and Choreographer

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			Instruction	978-1-4504-6886-2	Chapter 5, pp. 79-90; Chapter 7, p. 116; Chapter 10, pp. 172, 173, 181, 186-187; Chapter 11: pp.193-198; Chapter 12: 213-216; Chapter 13: p. 233; Chapter 14: p. 251.	Topic heading: Chapter 5, History of Dance; Chapter 7: Types of Folk Dance; Chapter 9: History of Ballet; Chapter 10: Explore Modern Dance, History of Modern Dance, Creative Processes, Improvisation, Thinking Like a Dancer; Chapter 11: History of Jazz Dance; Chapter 12: History of Tap Dance; Chapter 13: Musical Theater Dance; Chapter 14: Preparing for Production and Performance.
			Review	978-1-4504-6886-2	Chapter 4	Portfolio Assignment
			Assessment	978-1-4504-6886-2	WR Chapter 3, 4	WR Chapter 3, Assessment Tools: Elements of Dance: Individual Performance and Group Performance; WR Chapter 4, Individual performance of compositions -- movement statements and other compositions.
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(C) express ideas and emotions through movement	(ii) express emotions through movement	Instruction	978-1-4504-6886-2	Chapter 4, pp. 56-57, 58, 59-60, 62-63, 66, 69	Chapter 4: Introduction, Topic headings: Discovering Dance Composition, Exploring Dance Composition, Creative and Choreographic Processes, Dance Structures, Choreographic Designs, Viewing Dance Works
			Activity	978-1-4504-6886-2	Chapter 4, pp. 61, 62, 64-65, Chapter 10, pp. 171, 178, 181.	Chapter 4: Activity 4.2 Create a Movement Sequence, 4.3 Creating Movement Statements; Chapter 10: Activity 10.1 Express Your Point of View, 10.3: Study in Abstract Modern Dance, 10.4: Dancer and Choreographer
			Instruction	978-1-4504-6886-2	Chapter 10, p.172, 173, 176, 181	Topic heading: Exploring Modern Dance and Abstract Forms; History of Modern Dance, José Limón: Improvisation
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(D) create basic compositional forms using fundamental dance elements for choreographic processes	(i) create basic compositional forms using fundamental dance elements for choreographic processes	Instruction	978-1-4504-6886-2	WR Chapter 3, Video and Audio Clips; Chapter 4, pp. 59, 62-63; WR Chapter 4 Video and Audio Clips	Chapter 3 and WR Video clips: Even and uneven locomotor movements, Non-locomotor movements, Movement Qualities, Effort Actions; Audio clips: Steady beat, tempo; Chapter 4, Topic heading: Exploring Dance Composition, Topic heading: Dance Structures; WR Chapter 4, Video clips: Improvisation exercise, pathway designs; Audio clips: AB, ABA, Rondo, Theme and Variations, Cannon, Fugue, 4/4 time, 3/4 time, selection from Vivaldi's "Winter"
			Activity	978-1-4504-6886-2	Chapter 4, pp. 61, 63-64, 71	Activity 4.2: Create a Movement Sequence; 4.3 Creating Movement Statements; Portfolio Assignment
			Assessment	978-1-4504-6886-2	WR: Chapters 3 and Chapter 4	WR Assessment tools: Chapter 3, Elements of Dance, Individual Performance and Group Performance; Chapter 4, Dance Compositions Assessment Tools for movement statement or sections compositions
			Instruction	978-1-4504-6886-2	Chapter 10, p. 172.	Topic heading: Exploring Modern Dance (types and forms);
			Assessment	978-1-4504-6886-2	WR Chapter 10	WR Chapter 10 Assessment Tools: Evaluate Your Performance and Assess Your Development

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<p>(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:</p>	<p>(A) perform memorized movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms</p>	<p>(i) perform memorized movement sequences with rhythmical accuracy in dance genres</p>	<p>Instruction</p>	<p>978-1-4504-6886-2</p>	<p>Chapter 9, pp. 150, 151-152, 153, 156-158, 158-162, 163; Chapter 10, pp. 171, 173-181, 181, 182, 182, 184; Chapter 11, pp. 192-193, 193, 193-198, 201-202, 203, 203-205; Chapter 12, pp. 212, 213, 213-216, 216, 217-220, 220.</p>	<p>Chapter 9, Topic headings: Methods and Schools of Ballet, Basics of Ballet Class, Positions of the Feet, Positions of the Arms, The Barre, The Center, Thinking Like a Dancer (rhythm); Chapter 10, Introduction, Topic heading: History of Modern Dance, Creative Process, Basics of Modern Dance Class, Modern Dance Technique, Basic Movements; Chapter 11, Introduction, Exploring Jazz Dance, History of Jazz Dance, Basics of Jazz Dance Class, Jazz Dance Technique: Positions of the Arms, Center & Across the Floor, Step Combinations, Thinking Like a Dancer; Chapter 12, Introduction, Topic headings: Discovering Tap Dance, Exploring Tap Dance, History of Tap Dance, Basics of Tap Dance Class, Tap Dance Technique, Tap Dance Styles.</p>
			<p>Activity</p>	<p>978-1-4504-6886-2</p>	<p>Chapter 9, pp. 141, 151, 165; Chapter 10, pp. 127, 187; WR Chapter 11, pp. 193, 204, 206, 207; Chapter 12, pp. 213, 219, 220, 221, 223; WR Chapter 13, pp. 231, 231, 234.</p>	<p>Activity 9.1 Ballet Styles, 9.2 Practicing Positions, Portfolio Assignment; Activity 10.2 Learn from Early Modern Dance Choreographers, Activity 10.4 Evaluate Your Performance; WR Extended Learning Activities: Your Contemporary Dance Combination; Activity 11.1 Experience Jazz Dance, 11.4 Create a Combination, 11.5 Evaluate Your Jazz Dance, Portfolio Assignment; Activity 12.1 Have a Tap Conversation, 12.2 Tap Combinations, 12.3 Create Your Own Tap Combination, 12.5 Evaluate Your Tap Dance Performance, Portfolio Assignment; WR Extended Learning Activities: Practicing Steps and Counts with Rhythm, Tap Listening Skills, Speaking Tap Dance; Activity 13.2 Drill or Dance Team Combination; 13.3 Dance in Musical Theater, 13.5 Evaluate Your Dance Performance.</p>
			<p>Instruction</p>	<p>978-1-4504-6886-2</p>	<p>Chapter 6, pp. 102-107; Chapter 7 pp. 116-118, 119, 120-121, 122-123.</p>	<p>Chapter 6: Topic heading: Traditional Social Dances, Chapter 7: Topic headings: Partner positions, Formations, Basic Folk Dance Steps (with counts and footwork), Learning Folk Dance, Basic Folk Dances</p>
			<p>Activity</p>	<p>978-1-4504-6886-2; 978-0-99-006512-8</p>	<p>Chapter 5, p. 92, WR Historical dances; Chapter 6, pp. 102-107; Chapter 7, pp. 121, 123; Chapter 8: pp. 133, 134.</p>	<p>Chapter 5: Activity 5.5 Stepping Back into the Past; WR: Historical Dance instruction; Chapter 6, Topic heading Traditional Social Dances (dances, steps, and counts) Chapter 7, Activity 7.2 Comparing Folk Dances, Activity 7.3 Analyzing Folk Dances; Chapter 8: Activity 8.2 Learn a Cultural Dance, Activity 8.3 Analyze Cultural Dances.</p>
			<p>Assessment</p>	<p>978-1-4504-6886-2</p>	<p>WR Chapters 5, 6, 7, 8, 9, 10, 11, 12</p>	<p>WR Chapters 5, 6, 7, 8, 9, 10, 11, 12 Assessment Tools: performance evaluation assessment tools.</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:	(A) perform memorized movement sequences with rhythmic accuracy in dance genres and styles such as ballet, modern dance, tap, jazz dance, musical theatre dance and world dance forms	(ii) perform memorized movement sequences with rhythmic accuracy in dance styles	Instruction	978-1-4504-6886-2	Chapter 9, pp. 150, 155, 156-158, 158-162, 163; Chapter 10, pp. 171, 173-181, 181, 182, 182, 184, 5; Chapter 11, pp. 192-193, 193, 193-198, 201-202, 203, 203-205; Chapter 12, p. 212, 213, 213-216, 216, 217-220, 220; Chapter 14, pp. 151-152.	Chapter 9, Topic heading: Methods and Schools of Ballet, Dancer Directions, The Barre, The Center, Thinking Like a Dancer (rhythm); Chapter 10, Introduction, Topic heading: Basics of Modern Dance Class, Modern Dance Technique, Basic Movements; Chapter 11, Introduction, Exploring Jazz Dance, History of Jazz Dance, Basics of Jazz Dance Class, Jazz Dance Technique: Positions of the Arms, Center & Across the Floor, Step Combinations, Thinking Like a Dancer; Chapter 12, Introduction, Topic headings: Discovering Tap Dance, Exploring Tap Dance, History of Tap Dance, Basics of Tap Dance Class, Tap Dance Technique, Tap Dance Styles. Chapter 14, Topic heading: Preparing for Performance.
			Activity	978-1-4504-6886-2	Chapter 9, pp 141, 165, WR; Chapter 10, pp. 171, 178, WR; Chapter 11, pp. 193, 198, 204, 207, WR; Chapter 12, pp. 213, 219, 220, WR; Chapter 13, pp. 231, 231.	Activity 9.1 Ballet Styles, 9.2 Practicing Positions, Portfolio Assignment; WR: Viewing Ballet Choreographic Styles. Activity 10.1 Express Your Point of View, 10.2 Learn from Early Modern Dance Choreographers, 10.3 Study in Abstract Modern Dance; WR: Extended Learning Activities: Your Contemporary Dance Combination, Extended Portfolio Activity. Activity 11.1 Experience Jazz Dance, 11.2 Social Dance Influences, 11.4 Create a Combination, Portfolio Assignment; WR: Worksheets: Jazz Dance Foot, Arm, and Hand positions; Activity 12.1 Have a Tap Conversation, 12.2 Tap Combinations, 12.3 Create Your Own Tap Combination, WR Extended Learning Activities: Practicing Steps and Counts with Rhythm, Tap Listening Skills, Speaking Tap Dance; Activity 13.2 Drill or Dance Team Combination; 13.3 Dance in Musical Theater.
			Instruction	978-1-4504-6886-2	Chapter 6, pp. 102-107; Chapter 7 pp. 116-118, 119, 120-121, 122-123.	Chapter 6: Topic heading: Traditional Social Dances, Chapter 7: Topic headings: Partner positions, Formations, Basic Folk Dance Steps (with counts and footwork), Learning Folk Dance, Basic Folk Dances
			Activity	978-1-4504-6886-2; 978-0-99-006512-8	Chapter 5, Activity 5.4: p. 81; WR; Chapter 6, pp. 121, 123, WR; Chapter 7, p. 123, WR; Chapter 8, pp. 133, 134, WR;	Chapter 5: Activity 5.4 Minuet or Country Dance?, 5.5 Stepping Back into the Past; WR: Historical Dance instruction; Chapter 6, WR Explore More: Country Western and Line Dance instructions with counts and cues); Chapter 7, Activity 7.3 Analyzing Folk Dances, WR Explore More: American Folk Dance instruction (Longways, Square, and Circle dances); Chapter 8, Activity 8.2 Learn a Cultural Dance, 8.3 Analyze Cultural Dances, WR Explore More: Selected cultural dances with instructions.
			Assessment	978-1-4504-6886-2	WR Chapters 5, 6, 7, 8, 11, 12 Assessment Tools	WR Assessment Tools: Evaluate Your Dance Performance

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:	(B) identify the effective use of dance elements in practice and performance	(i) identify the effective use of dance elements in practice	Instruction	978-1-4504-6886-2	Chapter 3, pp. 41-48, 49-51; WR Video and Audio clips.	Topic headings: Discovering the Elements of Dance, Exploring the Elements of Dance, Thinking Like a Dancer, Learning Movement Languages, Practicing Roles of Performer and Audience Member; WR/TWR Video clips: Even and uneven locomotor movements, Non-locomotor movements, Movement Qualities, Effort Actions, Audio clips: Steady beat, tempo;
			Activity		Chapter 3, pp. 45, 50, 51.	Activity 3.2 Effort Actions and Movement Qualities; 3.3 Physical and Mental Rehearsals; Actiity 3.4: Reflect on Your Movement Experience
			Instruction		Chapters 5, pp. 77, 91; Chapter 7, pp. 120, 122; Chapter 10, p. 184; Chapter 15, p. 266	Chapter 5, Topic heading: Discovering the History of Dance (dancer, dance, dance works definitions), Thinking Like a Dancer (dance designs); Chapter 7, Topic heading: Basic Folk Dance Steps; Learning Folk Dance; Chapter 10, Topic heading: Basic Modern Dance, Chapter 15, Observation and Awareness
			Activity		WR Chapter 5 Historical Dances; WR Explore More sections: Chapters 6, 7, 8, 13.	WR Chapter 5 Historical Dances and WR Explore More: Chapters 6, 7, 8, 13
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:	(B) identify the effective use of dance elements in practice and performance	(ii) identify the effective use of dance elements in performance	Assessment	978-1-4504-6886-2	Chapter 3, p. 52; Chapter 8, p. 135; WR Chapters 3, 5, 7, 8.	Chapters 3 and 8 Portfolio Assignment; WR Chapter 3 Worksheet, Activity 3.1 Elements of Dance; WR Chapter 5 Worksheet: Dance Design (includes community information); WR Chapter 7 Assessment tools: Folk dance performance; WR Chapter 8 Assessment tools: Evaluate Your Cultural Dance performance.
			Instruction		Chapter 3, pp. 48-49; Chapter 4, p. 68-69; Chapter 13 pp. 226-7, p. 228, Chapter 14, pp. 151-155.	Chapter 3, Topic heading: Learning Movement Languages; Chapter 4, Topic heading: Artistry, Chapter 13, Introduction, Topic heading: Exploring Dance as Entertainment; Chapter 14, Topic heading: Preparing for Performance
			Activity		Chapter 3, p. 50; Chapter 6, pp. 102-107; Chapter 9, p. 165; Chapter 12, pp. 219-220; Chapter 14, p. 255.	Chapter 3, Activity 3.3 Physical and Mental Rehearsal, Chapter 6, Traditional Social Dances, Chapter 9, Portfolio Assignment, Chapter 12, Activity 12.2 Tap Combinations, Chapter 14, Activity 14.3 Your Dance Performance
			Assessment		WR Assessment Tools Chapters 3, 4, 5, 10, 11, 14	WR Assessment Tools: Chapter 3, Individual Performance, Group Performance; Chapter 4, Dance Composition (and chapter 3 individual and group performance assessment tools); Chapter 5, Historical Dance Performance; Chapter 10, Evaluate Your Modern Dance; Chapter 11, Evaluate Your Jazz Dance; Chapter 14, Professional Attitude Development
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:	(C) perform basic compositional forms using fundamental choreographic processes	(i) perform basic compositional forms using fundamental choreographic processes	Instruction	978-1-4504-6886-2	Chapter 4, pp. 58, 59, 62-63	Topic headings: Discovering Dance Composition (p. 58), Exploring Dance Composition, Dance Structures
			Activity		Chapter 4, pp. 61, 63	Activity 4.2: Creating a Movement Sequence, 4.3 Creating Movement Statements

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	978-1-4504-6886-2	WR Chapters 3 and 4	WR Chapters 3 and 4 Assessment Tools: Individual and Group Performance, Dance Compositions (sequence, statement, section)
			Instruction	978-1-4504-6886-2	Chapter 10, pp. 172-173; 179-180, 181-182.	Chapter 10 Topic heading: Exploring Modern Dance, Late Twentieth Century (information after Modern Dance artists), Creative Processes
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:	(D) understand the principles of an effective warm-up and cool-down, implementing elements of proper conditioning for performing skills	(i) understand the principles of an effective warm-up, implementing elements of proper conditioning for performing skills	Instruction	978-1-4504-6886-2	Chapter 2, p. 31.	Topic heading: Warm Up and Cool Down.
			Activity	978-1-4504-6886-2	WR Chapter 2	WR Chapter 2, Other: Warm-up and Cool-down
			Instruction	978-1-4504-6886-2	Chapter 2, pp. 19, 22, 24, 35	Topic headings: Muscular system, Strength, FITT
			Activity	978-1-4504-6886-2	Chapter 2, p. 35.	Portfolio Assignment
			Instruction	978-1-4504-6886-2	Chapter 9, p. 156; Chapter 10, p. 182; Chapter 11, p. 199; Chapter 12, p. 216.	Chapter 9, Topic heading: Barre, PreBarre Warm-up; Chapter 10, Topic heading: Basics of Modern Dance; Chapter 11, Topic heading: Jazz Dance warm-up; Chapter 12, Topic heading: Basics of Tap Dance Class.
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:	(D) understand the principles of an effective warm-up and cool-down, implementing elements of proper conditioning for performing skills	(ii) understand the principles of an effective cool-down, implementing elements of proper conditioning for performing skills	Instruction	978-1-4504-6886-2	Chapter 2, p. 31. Chapter 11, pp. 199-200	Chapter 2, Topic heading: Warm Up and Cool Down. Chapter 11, Topic heading: Warm-up, Isolations
			Activity	978-1-4504-6886-2	Chapter 11, p. 200	Chapter 11: Activity 11.3 Create a Jazz Warm-up
			Instruction	978-1-4504-6886-2	Chapter 2, pp. 19, 22, 24, 35	Topic headings: Muscular system, Strength, FITT
			Assessment	978-1-4504-6886-2	WR Chapter 2	WR Chapter 2 Other: Warm-up and Cool-down, Extended Learning Activities #2: Conduct Personal Fitness Assessment and Determine Goals
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(A) perform the characteristics of dances from several diverse cultures or historical periods	(i) perform the characteristics of dances from several diverse cultures or historical periods	Instruction	978-1-4504-6886-2	Chapter 5, pp. 79-90; Chapter 6, pp. 98-99.	Chapter 5, Topic heading: Exploring Dance History (prehistory - 21st century), Chapter 6, Topic heading: Social Dance History
			Activity	978-1-4504-6886-2	Chapter 5, pp. 80, 83, 85, 92; Chapter 6, pp. 101-102, 102-107, 107-108; Chapter 10, p. 177.	Chapter 5 Activity 5.2: Create a Prehistoric Dance, 5.3: Dance in the Middle Ages, 5.4 : Minuet or Country Dance?, 5.5 Stepping Back into the Past; Chapter 6, Topic headings: Basics of Social Dance, Traditional Social Dances, Creating Social Dances. Chapter 10, Activity 10.2 Learn from Early Modern Dance Choreographers
			Assessment	978-1-4504-6886-2	WR Chapter 5	WR Chapter 5, Assessment Tools: Evaluate your historical dance performance, Evaluate creating an historical dance
			Instruction	978-1-4504-6886-2	WR: Chapters 5, 6, 7, 8	WR Chapter 5: Historical dances, WR Explore More sections: Chapter 6: Country Western and Line Dancing, Chapter 7, American Folk Dances, Chapter 8, Cultural Dances.
			Assessment	978-1-4504-6886-2	WR Chapters 6, 7, 8	WR Assessment Tools: Chapter 6, Social Dance self-assessment; Chapter 7, Performing Folk Dance, Recreating a Folk Dance, Chapter 8, Evaluate Your Cultural Dance

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Historical and cultural relevance. 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	(i) perform dance phrases or dances from several time periods with an understanding of historical contexts	Instruction	978-1-4504-6886-2	Chapter 5, p. 79-90	Topic heading: Exploring Dance History (prehistory - 21st century)
			Activity	978-1-4504-6886-2	Chapter 5, pp. 80, 83, 85, 92	Activity 5.2: Create a Prehistoric Dance, Activity 5.3: Dance in the Middle Ages, Activity 5.4: Minuet or Country Dance? Activity 5.5 Stepping Back into the Past
			Assessment	978-1-4504-6886-2	WR Chapter 5: Assessment Tools	WR Chapter 5, Assessment Tools: Evaluate your historical dance performance, Evaluate creating an historical dance
			Instruction	978-1-4504-6886-2	Chapter 6, pp. 102-107; WR: Explore More; WR Chapter 7, Explore More; WR Chapter 8, Explore More sections	Chapter 6, Topic heading: Traditional Social Dances (19th, 20th and 21st centuries), WR Chapter 6, Country Western and Line Dances WR Chapter 7, American Folk Dances; WR Chapter 8, Mexican, Native American, African, Indian, Japanese, Street Dancing
			Assessment	978-1-4504-6886-2	WR Chapters 6, 7, 8	WR Chapters Assessment Tools: Chapter 6, Social Dance self-assessment; Chapter 7, Performing Folk Dance, Recreating a Folk Dance, Chapter 8, Evaluate Your Cultural Dance
(4) Historical and cultural relevance. 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	(ii) perform dance phrases or dances from several time periods with an understanding of social contexts	Instruction	978-1-4504-6886-2	Chapter 5, pp. 79-90	Topic heading: Exploring Dance History (prehistory - 21st century)
			Activity	978-1-4504-6886-2	Chapter 5, pp. 80, 83, 85, 92	Activity 5.2: Create a Prehistoric Dance, Activity 5.3: Dance in the Middle Ages, Activity 5.4: Minuet or Country Dance? Activity 5.5 Stepping Back into the Past,
			Assessment	978-1-4504-6886-2	WR: Chapters 5, 6, 7, 8	WR Assessment tools: Chapter 5: Evaluate your historical dance performance, Re-Creating an historical dance; Chapter 6: Evaluate Your Social Dance, Chapter 7: Evaluate Your Folk Dance, Re-Creat a Folk Dance, Chapter 8: Evaluate Your Cultural Dance
			Instruction	978-1-4504-6886-2	Chapter 6, pp. 102-107; WR Explore More; Chapter 7, pp. 116, 122-123 (International Folk Dances), WR Explore More; Chapter 8; pp. 130-131; 131-132, WR Explore More sections.	Chapter 6: Topic headings: Traditional Social Dances, WR Explore More: Country Western and Line Dances; Chapter 7: Topic Heading: Exploring Folk Dance, Basic Folk Dances, WR Explore More: American Folk Dances; Chapter 8: Topic heading: Exploring Cultural Dance, Explore More overview and WR Chapter 8 Explore More sections (Mexico, Early America, Africa, India, Japan)
			Activity	978-1-4504-6886-2	WR Chapter 9, Chapter 10, p. 171, Chapter 11, p. 198, Chapter 12, p. 221.	WR Chapter 9 Extended Learning Activities: Viewing Ballet Styles Throughout History, Chapter 10 Activity 11.2 Learn from Early Modern Dance Choreographers, Chapter 11: Activity 11.2 Social Dance Influences, Chapter 12 Activity 12.4 Tap Styles
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(C) identify historical figures in dance history and their significance	(i) identify historical figures in dance history	Instruction	978-1-4504-6886-2	Chapter 5, pp. 79-90	Topic heading: Exploring Dance History (Prehistory - 21st century)
			Activity	978-1-4504-6886-2	Chapter 5, p. 78; Chapters 6, 9, 10, 11, 12,	Activity 5.1: Create a Time Line. Chapters 6.9.10.11.12: Suggested Timelines for each dance genre chapters--Ballet, Modern Dance, Jazz Dance, Tap Dance

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			Instruction	978-1-4504-6886-2	Chapter 6, pp. 98-99; Chapter 9, pp. 141-149; Chapter 10, pp. 173-181; Chapter 11, pp. 193-198; Chapter 12, pp. 213-216; Chapter 13 pp. 228-230. WR Chapters 6 and 13, Explore More.	Topic headings: Exploring Social dance; History of Ballet; History of Modern Dance, History of Jazz Dance, History of Tap Dance; WR Chapter 6 Explore More: Country Western and Line Dancing, Chapter 13 Explore More: Drill or Dance Teams, Musical Theater Dance.
			Assessment	978-1-4504-6886-2	WR/TWR Review Questions and Chapters 5 pp. 93-94; 6 pp 110-111; 9 p. 166; 10 pp. 189-190; 11 pp. 207-209; 12 p 224; 13 p. 235.	WR and Chapter Review Questions: Chapter 5 True/False #2, Multiple choice # 3; Chapter 6, Multiple Choice #2; Chapter 9 True/False #5; Chapter 10 Multiple Choice #3, True/False #1, 2, 3, 4; Matching 1-16; Chapter 11 Matching 1-12; Chapter 12 Multiple Choice 2, 3, 6, True/False #3; Chapter 13: Multiple Choice #1.
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(C) identify historical figures in dance history and their significance	(ii) identify [historical figures] significance in dance history	Instruction	978-1-4504-6886-2	Chapter 6, pp. 98-99; Chapter 9, pp. 141-149; Chapter 10, pp. 173-181; Chapter 11, pp. 193-198; Chapter 12, pp. 213-216; Chapter 13, pp. 228-230.	Topic headings: Exploring Social dance; History of Ballet; History of Modern Dance, History of Jazz Dance, History of Tap Dance, History of Dance Entertainment
			Activity	978-1-4504-6886-2	Chapter 5, p. 78; Chapters 6, 9, 10, 11, 12, 13	Activity 5.1: Create a Time Line. Chapter 5: Suggested Timelines for each dance genre chapters–Ballet, Modern Dance, Jazz Dance, Tap Dance
			Instruction	978-1-4504-6886-2	Chapters 6, 9, 10, 11, 12, 13 and WR/TWR Explore More sections	Topic headings: Exploring Social Dance; History of Ballet; History of Modern Dance, History of Jazz Dance, History of Tap Dance. TWR/WR Explore More sections for specific chapters.
			Assessment	978-1-4504-6886-2	WR and Chapter Review Questions: Chapter 5, p. 93, Chapter 9, p. 166, Chapter 10, pp. 189-190, Chapter 11, pp. 207-209, Chapter 12, p. 224.	WR and Chapter Review Questions: Chapter 5: True/False #2, Multiple choice # 3; Chapter 9: True/False #5; Chapter 10: Multiple choice #3, True/False #1, 2, 3, 4; Matching 1-16; Chapter 11: Matching 1-12, Chapter 12: Multiple choice 2, 3, 6, True/False #3; Chapter 13: Multiple Choice #1.
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(D) identify dance in various media and content areas	(i) identify dance in various media	Instruction	978-1-4504-6886-2	Chapter 4, p. 70, Chapter 11, pp. 193-198; Chapter 12 pp. 213-216; Chapter 13, pp. 227-228, 228-230, 230, 231, 232, Chapter 14, pp. 241-249.	Chapter 4, Topic heading: Experiencing Dance as Art; Chapter 11 History of Jazz Dance; Chapter 12 Topic Heading: History of Tap Dance; Chapter 13: Introduction, Discovering Dance as Entertainment, Exploring Dance as Entertainment, History of Dance as Entertainment, Drill or Dance Teams, Musical Theater Dance, Dance for the Camera. Chapter 14, Exploring Performance and Production

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			Activity	978-1-4504-6886-2	Chapter 13, pp. 227, 231, 232, 235.	Activity 13.1 Dance in Commercials, 13.2 Learn a Drill or Dance Team Combination, 13.3 Musical Theater Dance, 13.3 Dance on Camera, Portfolio Assignment
			Instruction	978-1-4504-6886-2	Chapter 15, pp. 263-265, 267-268	Topic headings: Exploring Dance and Associated Careers, Media and Artistic Literacy
			Assessment	978-1-4504-6886-2	WR and Chapter 13 Review Questions, pp. 235-236	WR and Chapter 13 Review Questions: Multiple Choice 1, 2, 3, 4.
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(D) identify dance in various media and content areas	(ii) identify dance in various content areas	Instruction	978-1-4504-6886-2	Chapter 1, pp. 10, 11; Chapter 3: p. 46; Chapter 4, pp. 56-57, 67-68, 70; Chapter 5: pp. 77-90; Chapter 8 pp. 129, 130-131; Chapter 14, pp. 239-240, 241-249; Chapter 15, pp. 267-268, 268-269, 271-276	Chapter 1: Topic headings: Creating, Performing, and Responding (Arts), Thinking Like a Dancer: Dance Literature; Chapter 4: Introduction: Arts Connections, Aesthetic Principles, Experience Dance a Art; Chapter 5: History of Dance; Chapter 8: Topic Headings: Discovering Cultural Dance (cultural geography) Exploring Cultural Dance; Chapter 14: Topic headings: Theaters and Other Performance Spaces, Lighting Designer, Costumer Designer, Scenic Designer (design and technology). Chapter 15: Topic heading: Artistic, Media, and Dance Literate, Multiple Intelligences, Dance Careers.
			Activity	978-1-4504-6886-2	Chapter 2, p. 35; Chapter 14, p. 249; Chapter 15, p. 278, WR.	Chapter 2 Topic heading: Portfolio Assignment; Chapter 14 Activity 14.2 Analyzing the Elements of a Dance Performance and Production; Chapter 15 Activity 15.3, Portfolio Assignment, WR Extended Learning Activities: 1) Surveying Dance Careers.
			Instruction	978-1-4504-6886-2	Chapter 6, pp. 98-99; Chapter 9, pp. 141-149; Chapter 10, pp. 173-181; Chapter 11, pp. 193-198; Chapter 12, pp. 213-216; Chapter 13 pp. 228-230. WR Explore More: Chapters 6 and 13.	Chapter 6: Topic headings: Exploring Social Dance; Chapter 9: History of Ballet; Chapter 10: History of Modern Dance; Chapter 11: History of Jazz Dance; Chapter 12: History of Tap Dance; Chapter 13: History of Dance as Entertainment WR: Explore More Chapters 6 and 13.
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance	(i) incorporate appropriate movement vocabulary when identifying qualities of performance or production in dance	Instruction	978-1-4504-6886-2	Chapter 3, pp. 41, 42-42, 46, 46-48, 49; Chapter 4, pp. 59, 62-63, 65-66, 66, 67-68, 68-69, 69-70, 70.	Topic headings: Chapter 3, Discovering the Elements of Dance, Exploring the Elements of Dance, Movement Qualities and Efforts, Relationships, Dynamics, Movement Principles; Chapter 4, Table 4.1 Choreographic Principles, Topic headings: Dance Structures, Choreographic Design, Music Fundamentals, Aesthetic Principles, Artistry, Viewing Dance Works, Experiencing Dance as Art.
			Activity	978-1-4504-6886-2	Chapter 14, pp. 249, 256; Chapter 15, p. 268	Chapter 14: Activity 14.2 Analyze the Elements of a Dance Performance or Production, Portfolio Assignment; Chapter 15, Activity 15.2 Analyze a Dance Performance.
			Assessment	978-1-4504-6886-2	WR Chapter 3, Chapter 14: Assessment Tools	WR Assessment Tools: Chapter 3 Individual and group performance, Chapter 14, Professional Attitude Development.

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance	(ii) incorporate appropriate movement vocabulary when discussing meaning of performance or production in dance	Instruction	978-1-4504-6886-2	Chapter 3, pp. 41, 41-42, 46, 46-48, 49; Chapter 4, pp. 59, 62-63, 65-66, 66, 67-68, 68-69, 69-70, 70.	Chapter 3, Topic headings: Discovering the Elements of Dance, Exploring the Elements of Dance, Movement Qualities and Efforts, Relationships, Dynamics, Movement Principles; Chapter 4, Table 4.1 Choreographic Principles, Topic headings: Dance Structures, Choreographic Design, Music Fundamentals, Aesthetic Principles, Artistry, Viewing Dance Works, Experiencing Dance as Art
			Activity	978-1-4504-6886-2	Chapter 3, p. 45, Chapter 4, pp. 48-49, Chapter 14, p. 249.	Activity 3.2: Effort Actions and Movement Qualities: 4.4 Viewing Aesthetic Principles: 14.2 Analyzing the elements of a Dance Performance and Production
			Instruction	978-1-4504-6886-2	Chapter 14 pp.239-240, 241, 242-244, figure 14.2, 244, 244-245, 251-252, 253-254.	Chapter 14: Topic headings:Theater and Other Performance Spaces, Roles of Artistic, Design, and Production Staffs, Lighting Design (lighting instruments) figure 14.2 Repertory Design, Topic headings: Costume Design (and make-up), Scenc Design, Learning Stage Directions, Types of Rehearsals, Preparing for the Performance
			Activity	978-1-4504-6886-2	WR Chapter 3, Work-sheet, Extended Learning Activities, Additional Resources for Student	WR Chapter 3: Worksheet # 1: Activity Elements of Dance, Extended Learning Activities # 2. Changing Intent (movement to different music selection), Additional Resources for Students #2. When Movement Becomes Dance
			Assessment	978-1-4504-6886-2	Chapter 3, pp. 52, 53; Chapter 4, pp. 71-72; WR and Chapter Review Questions: 72; WR and Chapter 14: Review Questions 256-258	Chapter 3, Portfolio Design, Review Questions: Matching; Chapter 4: Portfolio Assignment, WR and Chapter Review Questions: True or False #3, Short Answer, Matching #3, 4, 5; Chapter 14 : All Review Questions
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances	(i) demonstrate appropriate audience behavior and etiquette in the classroom	Instruction	978-1-4504-6886-2	Chapter 3, p. 50-51	Topic heading: Practicing Roles of Performer and Audience Member
			Activity	978-1-4504-6886-2	Chapter 3, p. 51	Topic heading: Practicing Roles of Performer and Audience Member
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances	(ii) demonstrate appropriate audience behavior and etiquette at performances	Instruction	978-1-4504-6886-2	Chapter 3, p. 50-51	Topic heading: Practicing Roles of Performer and Audience Member
			Activity	978-1-4504-6886-2	Chapter 3, p. 51	Topic heading: Practicing Roles of Performer and Audience Member (process)
			Instruction	978-1-4504-6886-2	Chapter 14, pp. 249, 251.	Chapter 14: Topic heading: Dance Production Etiquette and Safety.Etiquette in the Theater

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(C) identify relationships between dance and other content areas	(i) Identify relationships between dance and other content areas	Instruction	978-1-4504-6886-2	Chapter 1, pp. 10, 11, Chapter 2, pp.19-21,21-23, 24-25; Chapter 3, p. 46; Chapter 4, pp. 56-57, 67-68, 70; Chapter 5, pp. 77-90, Chapter 8, pp.129, 130-131; Chapter 14, pp.239-240, 241-249; Chapter 15 .pp.267-268, 268-269, 271-276.	Chapter 1, Topic headings: Creating, Performing, and Responding (Arts). Thinking Like a Dancer: Dance Literature; Chapter 2, Anatomy, Dance Fitness, Kinesiology; Chapter 3, Movement principles (based on body science); Chapter 4, Introduction, Arts Connections, Aesthetic Principles, Experience Dance a Art; Chapter 5, History of Dance; Chapter 8, Topic Headings: Discovering Cultural Dance (cultural geography), Exploring Cultural Dance; Chapter 14, Topic headings: Theaters and Other Performance Spaces, Roles of Artistic, Design, and Production Staffs, Dance Lighting, Costume and Make-up, Scenery design concepts, and Theater Technology (Lighting instruments, repertory lighting plot). Chapter 15. Topic heading: Artistic, Media, and Dance Literate, Multiple Intelligences, Dance Careers.
			(Drop-down menu)			
			Instruction	978-1-4504-6886-2	Chapters 3 pp. 46-48; Chapter 4 pp. 59, 65, 67-68.	Chapter 3 Movement Principles; Chapter 4 Choreographic principles table 4.1; Choreographic Designs, Aesthetic Principles
			Activity	978-1-4504-6886-2	Chapters 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	Application of principles to performing, creating, evaluation, and understanding activities as foundational, and in specific genres and styles
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(D) identify knowledge and skills of technology in dance	(i) Identify knowledge of technology in dance	Instruction	978-1-4504-6886-2	Chapter 13, pp. 226-227, 228-230, 230,231; Chapter 14, pp. 239-240, 241-249, Chapter 15, pp. 265, 267-268,271-276	Chapter 13: Dance as Entertainment, Topic headings: Introduction, Discovering Dance as Entertainment; Dance or Drill Teams, Dance in Musical Theater, Dance for the Camera; Chapter 14: Discovering Performance and Production, Exploring Performance and Production, figure 14.3 read a Sample Production Schedule; Chapter 15: figure 15.1 The Four C's of 21st-Century Learning, Topic headings: Media and Artistic Literacy, Topic heading: Careers in Dance
			Activity	978-1-4504-6886-2	Chapter 13, p. 227, 231, 232, 232; Chapter 14, pp. 240, 242-243, 249; Chapter 15, pp. 263, 268	Chapter 13: Activity 13.1 Dance in Commercials, 13.2 Learn a Drill or Dance Team Combination, 13.3 Dance in Musical Theater, Dance for the Camera; Chapter 14: Activity 14.1 Stages and Performance Spaces, Topic heading: Lighting Designer (last paragraph, students identify lighting instruments on repertory light plot). Activity 14.2 Analyze the Elements of a Dance Performance and Production; Chapter 15: Activity 15.1 College and Career Options, Activity 15.2 Analyzing a Dance Performance

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(D) identify knowledge and skills of technology in dance	(ii) identify skills of technology in dance	Instruction	978-1-4504-6886-2	Chapters 4, 5, 7, 9, 10, 11, 12, 13, 14, 15	: Chapters include web search terms and icons for Chapter Web Resources, video and audio clips, Chapter 4, email a dance, create a music or soundscape (using internet sources); Chapter 5, Timeline (internet research), group photo; Chapter 6, Timeline; Chapter 7, Folk Dance Research; Chapter 9, Ballet historical styles, Timeline, movies; Chapter 10, Timeline, Modern Dance styles; Chapter 11, link to Ken Burns film, Bob Fosse Biography, Timeline; Chapter 12, Tap Dance Movies and Videos, Internet Research on Tap Dance Artists; Chapter 13, Musical Theater Dance films, Dance and Technology, Dance for the Camera, creating a short dance video; Chapter 14, Performance space research; Chapter 15, Surveying Careers internet research, Audition and union information, Multiple Intelligence online test.
			Activity	978-1-4504-6886-2	WR Chapters 1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15	WR Chapters: E-Journal, Extended Learning Activities (includes web search terms), Additional Resources for Students (includes web search terms), Video and Audio Clips, Chapter Review Questions, Assessment Tools, Web Searches and Research.
			Activity	978-1-4504-6886-2	WR Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.	WR Chapters: E-Journal, Extended Learning Activities, Additional Resources for Students, Worksheets and Other activities, Video and Audio clips, Chapter Review Questions, Assessment Tools, Web Searches. Chapters 5, 6, 7, 8, and 13 Explore More sections. Vocabulary Terms presented with and without definitions.
			Assessment	978-1-4504-6886-2	WR Assessment Tools for chapters 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.	WR Assessment Tools for chapter performance evaluation and in Part III Developmet as a Dancer.

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material						
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts					
Subchapter	Subchapter F. High School, Adopted 2013					
Course	§117.306. Dance, Level I (One Credit), Adopted 2013.					
Publisher	Human Kinetics					
Program Title	Discovering Dance					
Program ISBN	Print book with web resource: 978-1-4504-6886-2					
<p>(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following dance courses: Principles of Dance I, Ballet I, Modern/Contemporary Dance I, Jazz I, Tap I, World Dance Forms I, Dance Composition/Improvisation I, Dance Theory I, Dance Performance/Ensemble I, Dance and Media Communication I, Dance Production I, and Dance Wellness I (one credit per course). The prerequisite for Dance and Media Communication I is Dance, Middle School 1, 2, or 3.</p>						
<p>(b) Introduction.</p> <p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p> <p>(2) Four basic strands--foundations: perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>						
<p>(c) Knowledge and Skills.</p>						
Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(A) define basic kinesthetic and spatial awareness individually and in groups	(i) define basic kinesthetic awareness individually	Instruction	978-1-4504-6886-2	Chapter 2, p. 25	Topic heading: Kinesthetic Awareness
			Activity	978-1-4504-6886-2	Chapter 2, p. 26	Activity 2.3: Your Kinesthetic Sense
			Activity	978-0-99-006511-1	Student Web Resource (WR) / Teacher Web Resource (TWR) Chapter 2	WR/TWR Chapter 2 Additional Resources for Students # 3. Exploring Your Kinesthetic Sense (individual)
			Review	978-0-99-006511-1	TWR Presentation Package Chapter 2	TWR Presentation Package Chapter 2 slides 7, 18, 24.
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(A) define basic kinesthetic and spatial awareness individually and in groups	(ii) define basic kinesthetic awareness in groups	Assessment	978-0-99-006511-1	TWR Review Questions and answer key; WR Review Questions and Chapter 2, p. 36	Review Questions: Multiple Choice # 6
			Instruction	978-1-4504-6886-2	Chapter 2, pp. 25-26	Topic heading: Developing Kinesthetic Awareness
			Review	978-0-99-006511-1	TWR Presentation Package Chapter 3	TWR Presentation Package Chapter 3, slides 8, 11, 20, 26
			Instruction	978-1-4504-6886-2	Chapter 3, p. 46	Topic heading: Relationships
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(A) define basic kinesthetic and spatial awareness individually and in groups	(iii) define basic spatial awareness individually	Instruction	978-0-99-006511-1	WR/TWR Chapter 3	Worksheets: 3.2 Relationship Activities with a partner: Meetings, Lead and Follow Activities
			Instruction	978-1-4504-6886-2	Chapter 2, p. 29	Topic heading: Personal and General Space

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-4504-6886-2	Chapter 2, p. 29	Activity 2.5: Discover Your Personal Space
			Instruction	978-1-4504-6886-2	Chapter 3, p. 42	Topic heading: Space
			Activity	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 3, p. 51; WR/TWR Chapter 3	Activity 3.4 Reflect on your Movement Experience; WR/TWR: Additional Resources for Students #1
			Assessment	978-1-4504-6886-2; 978-0-99-006511-1	TWR review questions with answer key, WR/TWR and Chapter 2, p. 37; Chapter 3, p. 52; TWR and TWR/WR Chapter 3 Assessment tools	TWR, WR/TWR Review Question: Chapter 2, Matching #1; Chapter 3, True or False #2. TWR and TWR/WR Assessment Tools: Elements of Dance, Individual and Group Performance, Observation Skills, Performing a Movement Sequence
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(A) define basic kinesthetic and spatial awareness individually and in groups	(iv) define basic spatial awareness in groups	Instruction	978-1-4504-6886-2	Chapter 2, p. 29; Chapter 3, p. 42; Chapter 4, pp. 65-66	Chapter 2, Topic heading: Personal and General Space; Chapter 3, Topic heading: Space; Chapter 4, Topic heading: Pathway Designs
			Activity	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 3, p. 51; WR/TWR Chapter 3	Activity 3.4 Reflect on your Movement Experience; WR/TWR: Additional Resources for Students #1
			Review	978-0-99-006511-1	TWR Presentation Package Chapter 3	TWR Presentation Package Chapter 3, slides 8, 11
			Activity	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 3, p. 51; WR/TWR Chapter 3	Activity 3.4 Reflect on your Movement Experience; WR/TWR: Worksheet, #2 Relationships in groups; Additional Resources for Students #1
			Assessment	978-0-99-006511-1	TWR and TWR/WR Chapter 3 Assessment tools	TWR, TWR/WR Chapter 3, Assessment Tools: Individual performance and Group performance
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(B) identify a comprehensive understanding of health, safety, and wellness for dancers	(i) identify a comprehensive understanding of health for dancers	Instruction	978-1-4504-6886-2	Chapter 2, pp. 33-34	Topic heading: Thinking Like a Dancer: Nutrition, Hydration, Rest and Self-Care
			Activity	978-0-99-006511-1	TWR Chapter 2	Additional Resources for Teachers: Reading assignments for students (healthful fundamentals and the Healthy Dancer blog), Self-Care Precepts (a link to Self Care worksheets)
			Activity	978-0-99-006511-1	WR/TWR Chapter 2	Additional Resources for Students: #2 Ways to Relieve Stress activities; Extended Learning Activities #2 Conduct Personal Fitness Assessment and Determine Goals
			Review	978-0-99-006511-1	TWR Chapter 2 Presentation Package	TWR Presentation Package for Chapter 2 covers Safety, Health, and Wellness: slides 3, 4, 9, 24.
			Assessment	978-1-4504-6886-2; 978-0-99-006511-1	TWR review questions with answer key; WR and Chapter 2, p. 36; Chapter 2, p. 35.	Review Question: Fill in the Blanks, #2; Portfolio Assignment
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(B) identify a comprehensive understanding of health, safety, and wellness for dancers	(ii) identify a comprehensive understanding of safety for dancers	Instruction	978-1-4504-6886-2	Chapter 2, pp. 27, 31-32	Topic headings: Dance Safety (p. 27), Physical Responsibility (p. 31), Treating Dance Injuries (p. 32)

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	978-1-4504-6886-2; 978-0-99-006511-1	TWR review questions with answer key; WR and Chapter 2, p. 37	Review Question: Marching #3
			Instruction	978-1-4504-6886-2	Chapters 6, p. 107; 9, p.150; 10, p. 182; 11, p.199; 12, p. 216.	Topic headings: Chapters 6: Social Dance Safety, 9: Ballet Class Safety, 10: Modern Dance Class Safety, 11: Jazz Dance Class Safety; 12: Tap Dance Class Safety
			Review	978-0-99-006511-1	TWR Presentation Package: Chapters 2, 9, 10, 11, 12	TWR Chapter 2 Presentation Package covers Safety, Health, and Wellness, slides 3, 4, 9, 24. Chapter 9: 4, 28; Chapter 10: 4, 39; Chapter 11: 4, 18; Chapter 12: 4, 19.
			Assessment	978-0-99-006511-1	TWR, TWR/WR Assessment Tools Chapters 9, 10, 11, 12, 13	TWR, TWR/WR Assessment Tools for Chapters 9,10,11, 12, 13: Evaluate your Dance Performance (contains specific dance genre safety)
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(B) identify a comprehensive understanding of health, safety, and wellness for dancers	(iii) identify a comprehensive understanding of wellness for dancers	Instruction	978-1-4504-6886-2	Chapter 2, pp. 33-34	Topic heading: Thinking Like a Dancer. Nutrition, Hydration, Rest and Self-Care for the healthy dancer
			Assessment	978-1-4504-6886-2	Chapter 2, pp. 35, 36	Portfolio Assignment: Health & Wellness Plan; Review Quiz: Fill in the Blank, question 2.
			Instruction	978-0-99-006511-1	TWR, WR/TWR Chapter 2:	TWR: List of resources for student extended learning activities for dance and general fitness; WR/TWR Extended Learning Activities #2 Conduct Personal Fitness Assessment and Determine Goals
			Review	978-0-99-006511-1	TWR Chapter 2 Presentation Package	TWR Chapter 2 Presentation Package covers Safety, Health, and Wellness: slides 3, 4, 9, 24.
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(C) recognize knowledge of dance genres, styles, and vocabulary	(i) recognize knowledge of dance genres	Instruction	978-1-4504-6886-2	Chapter 4, pp. 65 and 68	Topic headings: Choreographic design (p.65), Artistry (p. 68)
			Activity	978-1-4504-6886-2	Chapters 9 pp. 139-167, 10 pp. 169-190, 11 pp. 191-209, 12 pp. 211-224, 13 pp. 225-236.	Chapters 9, Ballet, 10 Modern Dance, 11 Jazz Dance, 12 Tap Dance, and 13 Dance as Entertainment; each chapter addresses specific dance genres and include activities for learning, performing, creating, responding, and evaluating each dance genre
			Instruction	978-1-4504-6886-2	Chapters 9 pp. 139-167, 10 pp. 169-190, 11 pp. 191-209, 12 pp. 211-224, 13 pp. 225-236.	Chapters 9, Ballet, 10 Modern Dance, 11 Jazz Dance, 12 Tap Dance, and 13 Dance as Entertainment are specific dance genres instructional chapters

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	978-0-99-006511-1	TWR Presentation Package: Chapters 9, 10, 11, 12, and 13 present specific dance styles in these dance genre chapters	Presentation Packages: Chapters 9 Ballet slides: 3, 5, 24, 52, 53; 10 Modern Dance slides 3, 6, 33, 11; Jazz Dance slides 3, 6, 12, 25; 12 Tap Dance slides 3, 4, 24; and 13 Dance as Entertainment are specific dance genres instructional chapters
			Assessment	978-0-99-006511-1	TWR, TWR/WR Chapters 9, 10, 11, 12, 13; Chapter Assessment Activities: Chapters 9, p.163; 10, p. 187; 11, p. 206; 12, p. 221; 13 p. 234	TWR, TWR/WR Chapters 9,10,11, 12, 13; Dance genre specific Assessment Tools: "Evaluate your Dance Performance" and "Evaluate Your Development"; Chapter 9, Activity 9.4 Evaluate Your Development; Chapter 10, Activity 10.4 Evaluate Your Modern Dance; Chapter 11, Activity 11.5 Evaluate Your Jazz Dance; Chapter 12, Activity 12.5 Evaluate your Tap Dance; Chapter 13, Activity 13.5 Evaluate Your Dance Performance.
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(C) recognize knowledge of dance genres, styles, and vocabulary	(ii) recognize knowledge of dance styles	Instruction	978-1-4504-6886-2	Chapter 4, pp. 62, 68; Chapters 9 pp. 139-167, 10 pp. 169-190, 11 pp. 191-209, 12 pp. 211-224, 13 pp. 225-236.	Personal style (paragraph before Dance Structures), "Unity" definition includes dance styles, (p. 68); Chapters: 9 Ballet, 10 Modern Dance, 11 Jazz Dance, Tap Dance, and 13 Dance as Entertainment are specific dance genre and styles instructional chapters 12
			Activity	978-1-4504-6886-2	Chapter 9, p. 141; Chapter 10, p. 177, p. 178, Chapter 11, p. 198, 204. Chapter 12, p. 221. Chapter 13, pp. 231, 232, 232.	Activities 9.1: Ballet Styles, 9.3. Translation Please; Activities 10.2 Learn from Early Modern Dance Choreographers, 10.3 Study in Abstract Modern Dance; Activities 11.2 Social Dance Influences, 11.4 Create a Combination; Activities 12.2 Tap Combinations, 12.3 Create Your Own Tap Dance Combination; Activities 13.2 Learn a Dance or Drill Team Combination, 13.3 Dance in Musical Theatre, 13.4 Dance on Camera.
			Activity	978-0-99-006511-1	WR/TWR Chapters 9 and 10, 11, 12	WR/TWR Chapters 9 and 10: Comparison sheet for Ballet, Modern Dance, and Contemporary Styles; Chapter 9 Extended Learning Activity#1 Viewing Ballet Styles Through History; C 11 Extended Learning Activities C 11 Extended Learning Activities #1 Your Contemporary Jazz Combination and #2 Jazz Dance Retro C 12 Extended Learning Activity # 3 Viewing Tap Dance Movies,
			Assessment	978-1-4504-6886-2	Chapter Activity: 10.4, p. 187; Activity 11.5, p. 206; Activity 12.5, p. 221; Activity 13.5.p. 234. TWR, TWR/WR Assessment Tools for Chapters 9, 10, 11, 12, 13.	Assessment Activities: Chapter 10 Activity 10.4 Evaluate Your Performance; Chapter 11 Activity 11.5 Evaluate Your Jazz Dance, Chapter 12 Activity 12.5 Evaluate Your Tap Dance Performance; Chapter 13 Activity 13.5 Evaluate Your Dance Performance; TWR/WR Assessment Tools: Evaluate Your Dance Performance

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	978-0-99-006511-1	TWR Presentation Package: Chapter 9 Ballet; Chapter 10 Modern Dance; Chapter 11 Jazz Dance; Chapter 12 Tap Dance.	TWR Presentation Package: Chapter 9 Ballet slides: 4, 12, 16, 22, 24, 53; Chapter 10 Modern Dance slides 4, 22, 25, 31, 34, 36, 38; Chapter 11 Jazz Dance slides 4, 6, 12, 13-14; Chapter 12 Tap Dance slides 8, 12, 14, 16, 18, 23.
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(C) recognize knowledge of dance genres, styles, and vocabulary	(iii) recognize knowledge of dance vocabulary	Instruction	978-1-4504-6886-2	Chapter 3, pp. 41, 42, 48, and 51	Topic heading: Exploring the Elements of Dance, Dynamics, Summary,
			Activity	978-1-4504-6886-2	Chapter 4, pp. 57, 61, and 63	Activity 4.1: Movement Invention, 4.2 Create a Movement Sequence, 4.3 Creating Movement Statements
			Instruction	978-1-4504-6886-2	Part II: Chapter 6, pp. 100, 102; Chapter 7, p. 122. Part III: Chapter 9, pp. 156-161; Chapter 10, pp. 182-186; Chapter 11, p. 199-201, 201-203, 203-206; Chapter 12, pp. 218-220	Chapter 6, Social Dance Vocabulary (vocabulary of steps); Chapter 7, Folk dance vocabulary; Chapter 9, Barre and Center (vocabulary); Chapter 10, Basics of Modern Dance and Modern Dance Technique (vocabulary); Chapter 11, Warm-up, Jazz Dance Techniques, Step Combinations, Turns, Elevation Steps; Chapter 12, Steps and Exercises,
			Activity	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 9, p. 162, Chapter 10 pp. 182 and 182-186, Chapter 11, p. 204, Chapter 12, p. 219, 220. WR Extended Learning Experiences: Chapters 9, 10, 11	Activity 9.3 Translation Please, Activity 10.4 Dancer and Choreographer, Activities 11.3 Create a Jazz Dance Warm-up, 11.4 Create a Combination, Activity, 12.2 Tap Combinations, 12.3 Create Your Own Tap Dance Combination. WR Extended Learning Activities: C9 #3 Speaking Ballet, C10 #4, Speaking Modern Dance, C11 #3. Speaking Jazz Dance
			Review	978-1-4504-6886-2; 978-0-99-006511-1	Vocabulary Terms each chapter appear on Chapter opening page and throughout the chapter. PP lists all chapter vocabulary terms. TWR/WR chapters include vocabulary terms. TWR/WR Assessment tools use dance genres and styles vocabulary terms	Vocabulary terms for each chapter appear in each chapter; Presentation Package: each chapter lists vocabulary terms; TWR/WR Vocabulary terms for each chapter are presented with and without definition, TWR/WR Assessment tools for performance evaluation of dance vocabulary for each dance genre and style covered in Chapter 3, 4, 6, 7, 9, 10, 11, 12, 13, 14
(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:	(D) identify images found in the environment through movement	(i) identify images found in the environment through movement	Instruction	978-1-4504-6886-2	Chapter 4, p. 60; Chapter 14, p. 239.	Chapter 4: Topic headings: Sources of Movement, Improvisation; Chapter 14: Topic heading: Theater and Other Performance Spaces

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 10, p. 188 and Chapter 4 TWR/WR: Chapter 4 video clip, Extended Learning Activities, Chapter 10 Extended Learning Activity	Chapter 10: Portfolio Assignment: Natural Environment; TWR/WR Chapter 4: Video clip, Extended Learning Activities: EJournal: Global Dance Awareness, Extended Learning Activity # 1: Guided experience for "winter dance" uses images of winter for creative movement and dance. Chapter 10 Extended Learning Activity #3 Landscape and climate dances
			Instruction	978-1-4504-6886-2	Chapter 5 pp. 79-83, Chapter 7, p. 116; and Chapter 8, p. 129	Chapter 5: Topic headings: Prehistory through From the Dark and Middle Ages to the Renaissance; Chapter 7: Topic heading: Types of Folk Dances, Chapter 8: Topic heading: Discovering Cultural Dance.
			Instruction	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 5 pp. 79-90, WR/TWR: Chapter 5, Historical Dances; WR/TWR Chapters 6, 7, 8 Explore More sections	Chapter 5 Topic heading: Exploring Dance History; WR/TWR Historical Dances of different periods; WR/TWR Chapters 6, 7, and 8: Explore More sections include a country's geographic information, dance genres, and styles.
			Assessment	978-0-99-006511-1	TWR review questions with answer key, WR and chapter Review Questions: Chapter 7, p. 125, Chapter 8, p. 135.	TWR review questions with answer key; TWR/WR and Chapter Review Questions: Chapters 7, Multiple Choice #2, and 8, Multiple Choice #1.
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(A) explain basic principles of proper body alignment	(i) explain basic principles of proper body alignment	Instruction	978-1-4504-6886-2	Chapter 2, p. 26-27, Chapter 9, p. 150, Chapter 10, p. 185.	Topic heading: Alignment—contains definition and checklist of steps for building alignment, Topic headings: Chapter 9 Basics of Ballet Class, Chapter 10, Body Shapes
			Activity	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 2, p. 28; TWR Chapter 2: Additional Resources for Teachers; WR/TWR Chapter 2: Additional Resources for Students #1 WR/TWR Chapter 2 Work sheet #1, Extended Learning Activities: #1	Chapter 2 Activity 2.4 Sense Your Alignment; TWR Chapter 2: Additional Resources for Teachers: Building Your Alignment, Moving Down and Up in Vertical Alignment, Assess Your Alignment: A Peer Assignment (front and side); WR/TWR Chapter 2 Additional Resources for Students #1 Building Correct Alignment WR/TWR Chapter 2 Worksheet #1: Checklist for Alignment, Extended Learning Activities: #1 Assess your Alignment
			Review	978-0-99-006511-1	TWR Presentation Package Chapters 2, 9, 10	TWR Presentation Package: Chapter 2 slides 4, 19; Chapter 9, slide 27; Chapter 10, slide 46.
			Assessment	978-0-99-006511-1	TWR with answer key and WR review question Chapter 2	TWR with answer key and WR review question Chapter 2 Matching # 9
			Assessment	978-0-99-006511-1	TWR/WR Chapters 9, 10, 11, 12: Assessment Tools:	TWR/WR Chapters 9, 10, 11, 12: Assessment Tools: "Evaluate your Dance Performance"

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(B) explore, improvise, and demonstrate original movement during the creative process	(i) explore original movement during the creative process	Instruction	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 3, pp. 41-46; Chapter 10, p.181. WR Chapter 3 Video clips. Chapter 4, pp. 57, 58, 59-60, 60	Topic heading: Explore Elements of Dance, Thinking like a Dancer, Creative Process, WR Chapter 3 Video clips: even and uneven Locomotor movements, movement qualities, effort actions. Chapter 4: Introduction, Topic headings: Discovering Dance Composition (p. 58), Exploring Dance Composition (p. 59), Creative process (pp 59-60), Sources of Movement (p. 60)
			Activity	978-1-4504-6886-2	Chapter 3, pp 41, 45, 51. Chapter 4, p. 57, 61	Activities 3.1 Ways to Move, 3.2 Effort Actions and Movement Qualities, 3.4 Reflect on Your Movement Experience; Activities 4.1 Movement Invention, 4.2 Create a Movement Sequence
			Activity	978-0-99-006511-1	TWR Chapters 3 and 4	TWR Chapter 3, Additional Resources for Teachers: Movement Invention and Creative Dancing (everyday task, feelings, telling a story, photos, music, or poetry), TWR Chapter 4, Additional Resources for Teachers: The Cannon and the Fugue, Create a Choreographic Statement, Movement,Choreographic, and Aesthetic principles (a handout for students), Using Aesthetic principles (works from ballet and modern dance and a student activity with directions).
			Review	978-0-99-006511-1	TWR Presentation Packages Chapters 4 and 10	TWR Presentational Packages: Chapter 4 slides 6, 10, 12, 13, 14, 27; Chapter 10 slides 8, 34, 35, 36.
			Assessment	978-0-99-006511-1	TWR, TWR/WR Chapter 3 and 4: Assessment Tools	TWR, TWR/WR Chapter 3: Assessment Tools: Elements of Dance: Individual Performance and Group Work projects performances
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(B) explore, improvise, and demonstrate original movement during the creative process	(ii) improvise original movement during the creative process	Instruction	978-1-4504-6886-2	Chapter 4, pp. 57, 60, 62	Definition: Improvisation, Topic heading: Creative and Choreographic processes, Sources of Movement
			Activity	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 3, pp 41, 51. WR/TWR Chapter 3; Chapter 10, p 181	Activity 3.1 : Ways to Move, 3.4 Reflect on you Movement experience. TWR/WR Chapter 3: Extended Learning Activities: #1 Learning a Movement Sequence, #2 Changing Intent (change the movement to different music selection); Chapter 10 Activity 10.4: Dancer and Choreographer
			Activity	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 4, pp. 57, 63. WR/TWR: Chapter 4	Activity 4.1: Movement Invention, 4.2 Create a Movement Sequence, 4.3 Creating Movement Statements. WR/TWR Chapter 4 Additional Resources for Students #1 Extend Your Movement Statements into a Movement Study, #2 Musical Forms
				978-0-99-006511-1	TWR Presentation Package Chapters 4 and Chapter 10.	TWR Presentation Package: Chapter 4 slides 13, 14; Chapter 10 slides 8, 34, 35, 36.
				978-0-99-006511-1	TWR, TWR/WR Chapters 3, 4, 10	TWR Assessment Tools templates. TWR/WR Chapter 3: Assessment Tools: Elements of Dance: Individual Performance and Group Work project performances. TWR/WR Chapter 4: Dance Composition Assessment Tools individual performance, compositions such as movement statement or section. TWR/WR Chapter 10: Performance Rating Scale and Rubric for 1 Evaluate Your Performance and 2 Assessing your Development

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(B) explore, improvise, and demonstrate original movement during the creative process	(iii) demonstrate original movement during the creative process	Instruction	978-1-4504-6886-2	Chapter 4, pp. 59, 60, 61, 62	Topic headings: Creative and Choreographic Processes pp 59-60, p. 60, 62), Sources of Movement (p. 60),
			Activity	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 4, pp. 57, 61, 63-64-65. WR/TWR Chapter 4; TWR Chapter 4 Additional Resources for Teachers.	Activities 4.1: Movement Invention, 4.2 Create a Movement Sequence, 4.3 Creating Movement Statements. WR/TWR Chapter 4 Additional Resources for Students #1 Extend Your Movement Statements into a Movement Study, #2 Musical Forms; TWR Additional Resources for Teachers: #2 Somatic Resources for Movement, #3 The Canon and the Fugue, #5 Create a Choreographic Statement, #8 Choreographic Resources for Using Technology to Make Dances
			Instruction	978-1-4504-6886-2	Chapter 10, p. 181	Activity 10.4: Dancer and Choreographer
			Review	978-1-4504-6886-2	Chapter 4, p. 71	Portfolio Assignment
			Assessment	978-0-99-006511-1	TWR, TWR/WR Chapters 3, 4, 10	TWR Assessment tools, TWR/WR Chapter 3: Assessment Tools: 1 Elements of Dance: Individual Performance, Group Performance, Group Work project performances. TWR/WR Chapter 4, Dance Composition Assessment Tools: Individual performance, Dance Compositions such as movement statement or section. TWR/WR Chapter 10, Performance Rating Scale and Rubric for Evaluate Your Performance and Assessing your Development
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(C) express ideas and emotions through movement	(i) express ideas through movement	Instruction	978-1-4504-6886-2	Chapter 4, pp. 56-57, 58, 59-60, 62-63, 66, 69; TWR Chapters 3 and 4, Additional Resources for Teachers	Chapter 4: Introduction, Topic headings: Discovering Dance Composition, Exploring Dance Composition, Creative and Choreographic Processes, Dance Structures, Choreographic Designs, Viewing Dance Works. TWR Additional Resources for Teachers: Chapter 3, Movement Invention and Creative Dancing. Chapter 4, Create a Choreographic Statement
			Activity	978-1-4504-6886-2	Chapter 4, pp. 61, 62, 64-65, Chapter 10, pp. 171, 178, 181.	Chapter 4, Activities 4.2 Create a Movement Sequence, 4.3 Creating Movement Statements; Chapter 10, Activities 10.1 Express Your Point of View, 10.3: Study in Abstract Modern Dance, 10.4: Dancer and Choreographer
			Instruction	978-1-4504-6886-2	Chapter 5, pp. 79-90; Chapter 7, p. 116; Chapter 9, pp. 141-149; Chapter 10, pp. 172, 173, 181, 186-187; Chapter 11, pp. 193-198; Chapter 12, 213-216; Chapter 13, p. 233; Chapter 14, p. 251.	Topic heading: Chapter 5, History of Dance; Chapter 7: Types of Folk Dance; Chapter 9: History of Ballet; Chapter 10: Explore Modern Dance, History of Modern Dance, Creative Processes, Improvisation, Thinking Like a Dancer; Chapter 11: History of Jazz Dance; Chapter 12: History of Tap Dance; Chapter 13: Musical Theater Dance; Chapter 14: Preparation for Performance.
			Review	978-0-99-006511-1	TWR Presentation Package Chapter 4.	TWR Presentation Package, Chapter 4 slides 3, 10, 11, 16, 25

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	978-0-99-006511-1	TWR, TWR/WR and WR/TWR Chapter 3, 4	TWR, TWR/WR Chapter 3: Assessment Tools: Elements of Dance: Individual Performance, Group Performance, and Group Work projects; WR/TWR Chapter 4: Individual performance of compositions such as movement statements and other compositions.
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(C) express ideas and emotions through movement	(ii) express emotions through movement	Instruction	978-1-4504-6886-2	Chapter 4, pp. 56-57, 58, 59-60, 62-63, 66, 69	Chapter 4: Introduction, Topic headings: Discovering Dance Composition, Exploring Dance Composition, Creative and Choreographic Processes, Dance Structures, Choreographic Designs, Viewing Dance Works
			Activity	978-1-4504-6886-2	Chapter 4, pp. 61, 62, 64-65, Chapter 10, pp. 171, 178, 181.	Chapter 4, Activities 4.2 Create a Movement Sequence, 4.3 Creating Movement Statements; Chapter 10, Activities 10.1 Express Your Point of View, 10.3 Study in Abstract Modern Dance, 10.4 Dancer and Choreographer
			Instruction	978-1-4504-6886-2	Chapter 10, p. 172, 173, 176, 181.	Topic heading: Exploring Modern Dance and Abstract Forms; History of Modern Dance, José Limón; Improvisation.
			Review	978-0-99-006511-1	TWR Presentation Package, Chapters 4, 10	TWR Presentation Package Chapter 4 slides 3, 10, 11, 16, 25. Chapter 10 slides 8, 9, 10, 15, 18.
(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:	(D) create basic compositional forms using fundamental dance elements for choreographic processes	(i) create basic compositional forms using fundamental dance elements for choreographic processes	Instruction	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 4, pp. 59, 62-63; TWR/WR Video and Audio clips; Chapter 10, p. 172.	Chapter 4, Topic heading: Exploring Dance Composition, Topic heading: Dance Structures; TWR/WR Videos: Introduction, Improvisation exercise, Pathway designs, Audio clips: AB, ABA, Rondo, Theme and Variation, Canon, Fugue, 4/4 and 3/4 time, excerpt from Vivaldi's "Winter." Chapter 10, Topic heading: Exploring Modern Dance (types and forms)
			Activity	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 4, pp. 61, 63-64, 71; WR/TWR Chapter 4.	Activities 4.2 Create a Movement Sequence, 4.3 Creating Movement Statements, Portfolio Assignment, WR/TWR Chapter 4, Additional Resources for Students: Extend Your Movement Statement to a Movement Study
			Assessment	978-0-99-006511-1	TWR, TWR/WR Chapter 3 and Chapter 4 Assessment Tools	TWR, TWR/WR Assessment tools: Chapter 3, Elements of Dance Performance and Group Work Project Assessment Tools, Individual and Group Performances; Chapter 4, Dance Composition Assessment Tools for movement statements, section (paragraph) length compositions.
			Review	978-0-99-006511-1	TWR Presentation Package, Chapters 4, 10	TWR Presentation Package: Chapter 4 slides 14, 15; Chapter 10 slides 8, 35
			Activity	978-0-99-006511-1	TWR/WR Chapter 10	TWR/WR Chapter 10 Assessment Tools: Evaluate Your Performance and Assessing Your Development

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:</p>	<p>(A) perform memorized movement sequences with rhythmic accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms</p>	<p>(i) perform memorized movement sequences with rhythmic accuracy in dance genres</p>	<p>Instruction</p>	<p>978-1-4504-6886-2</p>	<p>Chapter 9, pp. 150, 151-152, 153, 156-158, 158-162; 163; Chapter 10, pp. 171, 173-181, 181, 182, 182, 184; 5; Chapter 11, pp. 192-193, 193, 193-198, 201-202, 203, 203-205; Chapter 12, pp. 212, 213, 213-216, 216, 217-220, 220.</p>	<p>Chapter 9, Topic headings: Methods and Schools of Ballet, Basics of Ballet Class, Positions of the Feet, Positions of the Arms, The Barre, The Center, Thinking Like a Dancer (rhythm); Chapter 10, Introduction, Topic headings: History of Modern Dance, Creative Process, Basics of Modern Dance Class, Modern Dance Technique, Basic Movements; Chapter 11, Introduction, Topic headings: Exploring Jazz Dance, History of Jazz Dance, Basics of Jazz Dance Class, Jazz Dance Technique: Positions of the Arms, Center & Across the Floor, Step Combinations, Thinking Like a Dancer; Chapter 12 Introduction, Topic headings: Discovering Tap Dance, Exploring Tap Dance, History of Tap Dance, Basics of Tap Dance Class, Tap Dance Technique, Tap Dance Styles.</p>
			<p>Activity</p>	<p>978-1-4504-6886-2</p>	<p>Chapter 9, pp. 141, 151, 165, Chapter 10, pp. 127, 187, WR/TWR; Chapter 11, pp. 193, 204, 206, 207; Chapter 12, pp. 213, 219, 220, 221, 223; WR/TWR Chapter 13, pp. 231, 231, 234.</p>	<p>Activities 9.1 Ballet Styles, 9.2 Practicing Positions, Portfolio Assignment. Activities 10.2 Learn from Early Modern Dance Choreographers, 10.4 Evaluate Your Performance; WR/TWR: Extended Learning Activities: Your Contemporary Dance Combination; Activities 11.1 Experience Jazz Dance, 11.4 Create a Combination, 11.5 Evaluate Your Jazz Dance, Portfolio Assignment; Activities 12.1 Have a Tap Conversation, 12.2 Tap Combinations, 12.3 Create Your Own Tap Combination, 12.5 Evaluate Your Tap Dance Performance, Portfolio Assignment; WR/TWR Extended Learning Activities: 1) Practicing Steps and Counts with Rhythm, 2) Tap Listening Skills, 4) Speaking Tap Dance; Activities 13.2 Drill or Dance Team Combination; 13.3 Dance in Musical Theater, 13.5 Evaluate Your Dance Performance.</p>
			<p>Instruction</p>	<p>978-1-4504-6886-2</p>	<p>Chapter 6, pp. 102-107; Chapter 7 pp. 116-118, 119, 120-121, 122-123.</p>	<p>Chapter 6: Topic heading: Traditional Social Dances, Chapter 7: Topic headings: Partner positions, Formations, Basic Folk Dance Steps (with counts and footwork), Learning Folk Dance, Basic Folk Dances</p>
			<p>Activity</p>	<p>978-1-4504-6886-2</p>	<p>Chapter 5, p. 92, Chapter 6, pp. 102-107; Chapter 7, pp. 121, 123; Chapter 8: pp. 133, 134.</p>	<p>Chapter 5, Activity 5.5 Stepping Back into the Past; Chapter 6, Topic heading: Traditional Social Dances (dances, steps, and counts); Chapter 7, Activities 7.2 Comparing Folk Dances, Activity 7.3 Analyzing Folk Dances; Chapter 8, Activities 8.2 Learn a Cultural Dance, Activity 8.3 Analyze Cultural Dances.</p>
			<p>Assessment</p>	<p>978-0-99-006511-1</p>	<p>TWR, TWR/WR Chapters 5, 6, 7, 8, 9, 10, 11, 12</p>	<p>TWR, TWR/WR Chapters 5, 6, 7, 8, 9, 10, 11, 12 Assessment Tools: performing, creating, and other evaluation assessment tools.</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:</p>	<p>(A) perform memorized movement sequences with rhythmic accuracy in dance genres and styles such as ballet, modern dance, tap, jazz dance, musical theatre dance and world dance forms</p>	<p>(ii) perform memorized movement sequences with rhythmic accuracy in dance styles</p>	<p>Instruction</p>	<p>978-1-4504-6886-2</p>	<p>Chapter 9, pp. 150, 155, 156-158, 158-162; 163, Chapter 10, pp. 171, 173-181, 181, 182, 182, 184; 185; Chapter 11, pp. 192-193, 193, 193-198, 201-202; 203, 203-205; Chapter 12, pp. 212, 213, 213-216, 216, 217-220, 220; Chapter 14, pp. 151-152.</p>	<p>Chapter 9, Topic headings: Methods and Schools of Ballet, Dancer Directions, The Barre, The Center, Think Like a Dancer (rhythm); Chapter 10, Introduction, Topic headings: Basics of Modern Dance Class, Modern Dance Technique, Basic Movements; Chapter 11, Introduction, Topic headings: Exploring Jazz Dance, History of Jazz Dance, Basics of Jazz Dance Class, Jazz Dance Technique: Positions of the Arms, Center & Across the Floor, Step Combinations, Thinking Like a Dancer; Chapter 12, Introduction, Topic headings: Discovering Tap Dance, Exploring Tap Dance, History of Tap Dance, Basics of Tap Dance Class, Tap Dance Technique, Tap Dance Styles. Chapter 14, Topic heading: Preparing for Performance.</p>
			<p>Activity</p>	<p>978-1-4504-6886-2</p>	<p>Chapter 9, pp. 141, 165, WR; Chapter 10, pp. 171, 178, WR; Chapter 11, pp. 193, 198, 204, 207, WR; Chapter 12, pp. 213, 219, 220, WR; Chapter 13, pp. 231, 231.</p>	<p>Activity 9.1 Ballet Styles, 9.2 Practicing Positions, Portfolio Assignment; WR: Viewing Ballet Choreographic Styles. Activity 10.1 Express Your Point of View, 10.2 Learn from Early Modern Dance Choreographers, 10.3 Study in Abstract Modern Dance; WR: Extended Learning Activities: Your Contemporary Dance Combination, Extended Portfolio Activity, Activity 11.1 Experience Jazz Dance, 11.2 Social Dance Influences, 11.4 Create a Combination, Portfolio Assignment; WR: Worksheets: Jazz Dance Foot, Arm, and Hand positions; Activity 12.1 Have a Tap Conversation, 12.2 Tap Combinations, 12.3 Create Your Own Tap Combination, WR: Extended Learning Activities 10 Practicing Steps and Counts with Rhythm, 2) Tap Listening Skills, 4) Speaking Tap Dance; Activity 13.2 Drill or Dance Team Combination; 13.3 Dance in Musical Theater.</p>
			<p>Instruction</p>	<p>978-1-4504-6886-2</p>	<p>Chapter 6, pp. 102-107; Chapter 7, pp. 116-118, 119, 120-121, 122-123.</p>	<p>Chapter 6: Topic heading: Traditional Social Dances, Chapter 7: Topic headings: Partner positions, Formations, Basic Folk Dance Steps (with counts and footwork), Learning Folk Dance, Basic Folk Dances</p>
			<p>Activity</p>	<p>978-1-4504-6886-2; 978-0-99-006511-1</p>	<p>Chapter 5, Activity 5.4: p. 81; WR/TWR, TWR Additional Resources for Teachers; Chapter 6, pp. 121, 123, WR/TWR; Chapter 7, p. 123, WR/TWR; Chapter 8, pp. 133, 134, WR/TWR.</p>	<p>Chapter 5: Activity 5.4 Minuet or Country Dance?, 5.5 Stepping Back into the Past; WR/TWR: Historical Dance instruction; TWR Additional Resources for Teachers: Historical Dance Instruction and Etiquette (websites for dances, music, readings about how to perform dances), Studying Major Dance Works Chapter 6, WR/TWR Explore More: Country Western and Line Dance instructions with counts and cues); Chapter 7, Activity 7.3 Analyzing Folk Dances, WR/TWR Explore More: American Folk Dance instruction (Longways, Square, and Circle dances); Chapter 8: Activity 8.2 Learn a Cultural Dance, 8.3 Analyze Cultural Dances, WR/TWR Explore More: Selected cultural dances with instructions.</p>
			<p>Assessment</p>	<p>978-0-99-006511-1</p>	<p>TWR, TWR/WR Chapters 5, 6, 7, 8, 11, 12 Assessment Tools</p>	<p>TWR, TWR/WR Assessment Tools: Evaluate Your Dance Performance</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:	(B) identify the effective use of dance elements in practice and performance	(i) Identify the effective use of dance elements in practice	Instruction	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 3, pp. 41-48, 49-51; TWR/WR Video and Audio clips.	Topic headings: Discovering the Elements of Dance, Exploring the Elements of Dance, Thinking Like a Dancer, Learning Movement Languages, Practicing Roles of Performer and Audience Member; TWR/WR Video clips: Even and uneven locomotor movements, Non-locomotor movements, Movement Qualities, Effort Actions, Audio clips: Steady beat, tempo
			Activity	978-1-4504-6886-2	Chapter 3, pp. 45, 50, 51.	Activities 3.2 Effort Actions and Movement Qualities; 3.3 Physical and Mental Rehearsals; 3.4: Reflect on Your Movement Experience
			Instruction	978-1-4504-6886-2	Chapters 5, pp. 77, 91; Chapter 7, pp. 120, 122; Chapter 10, p. 184; Chapter 15, p. 266	Chapter 5, Topic headings: Discovering the History of Dance (dancer, dance, dance works definitions), Thinking Like a Dancer (dance designs); Chapter 7, Topic headings: Basic Folk Dance Steps; Learning Folk Dance; Chapter 10, Topic heading: Basic Modern Dance, Chapter 15, Topic heading: Observation and Awareness
			Activity	978-0-99-006511-1	WR/TWR Chapter 5: Historical Dances; WR/TWR Explore More sections: Chapters, 6, 7, 8, 13.	TWR/WR Chapter 5: Historical Dances and WR Explore More: Chapters, 6, 7, 8, 13
			Assessment	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 3, p. 52, Chapter 8, p. 135. WR/TWR Chapter 3 Worksheet; TWR Assessment Tools, TWR/WR Chapters: 3, 5, 7, 8.	Chapters 3 and 8: Portfolio Assignment, WR/TWR Chapters 3 Worksheet Activity 1 Elements of Dance; WR/TWR Chapter 5 Worksheet Dance Design (includes community information); WR/TWR Chapter 7 Assessment tools: Folk dance performance; WR/TWR Chapter 8, Assessment tools: Evaluate Your Cultural Dance performance.
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:	(B) identify the effective use of dance elements in practice and performance	(ii) identify the effective use of dance elements in performance	Instruction	978-1-4504-6886-2	Chapter 3, pp. 48-49; Chapter 4, p. 68-69; Chapter 13, pp. 226-227, p. 228, Chapter 14, pp. 151-155.	Chapter 3, Topic heading: Learning Movement Languages. Chapter 4, Topic heading: Artistry, Chapter 13, Introduction, topic heading: Exploring Dance as Entertainment; Chapter 14, Topic heading: Preparing for Performance
			Activity	978-1-4504-6886-2	Chapters 3, p. 50; Chapter 6, pp. 102-107; Chapter 9, p. 165; Chapter 12, pp. 219-220; Chapter 13, p. 255.	Chapter 3, Activity 3.3 Physical and Mental Rehearsal, Chapter 6, Topic heading: Traditional Social Dances, Chapter 9: Portfolio Assignment, Chapter 12, Activity 12.2 Tap Combinations, Chapter 14, Activity 14.3 Your Dance Performance
			Assessment	978-0-99-006511-1	TWR Assessment Tools, TWR/WR Assessment Tools: Chapters, 3, 4, 5, 10, 11, 14	TWR/WR Assessment Tools: Chapter 3, Individual Performance, Group Performance; Chapter 4, Dance Compositions (and chapter 3 individual and group performance assessment tools too), Chapter 5, Historical Dance Performance, Chapter 10, Evaluate Your Modern Dance, Chapter 11, Evaluate Your Jazz Dance, Chapter 14, Professional Attitude Development

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:	(C) perform basic compositional forms using fundamental choreographic processes	(i) perform basic compositional forms using fundamental choreographic processes	Instruction	978-1-4504-6886-2	Chapter 4, pp. 58, 59, 62-63	Topic headings: Discovering Dance Composition (p. 58), Exploring Dance Composition, Dance Structures
			Activity	978-1-4504-6886-2	Chapter 4, pp. 61, 63	Activities 4.2: Creating a Movement Sequence, 4.3 Creating Movement Statements
			Assessment	978-0-99-006511-1	TWR Assessment Tools, TWR/WR Chapters 3 and 4	TWR Assessment Tools, TWR/WR Chapters 3 and 4: Assessment Tools: Individual and Group performance, Dance Compositions (sequence, statement, section)
			Review	978-0-99-006511-1	TWR Presentation Package Chapter 4	TWR Presentation Package Chapter 4
			Instruction	978-1-4504-6886-2	Chapter 10, pp. 172-173; 179-180, 181-182.	Chapter 10, Topic headings: Exploring Modern Dance, Late Twentieth Century (information after Modern Dance artists), Creative Processes
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:	(D) understand the principles of an effective warm-up and cool-down, implementing elements of proper conditioning for performing skills	(i) understand the principles of an effective warm-up, implementing elements of proper conditioning for performing skills	Instruction	978-1-4504-6886-2	Chapter 2, p. 31.	Topic heading: Warm Up and Cool Down.
			Activity	978-0-99-006511-1	TWR and TWR/WR Chapter 2	TWR Additional Resources for Teachers: Warm-up and cool down (overview, purpose, sample exercises and additional information); TWR/WR Chapter 2: Other: Warm-up and Cool-down
			Instruction	978-1-4504-6886-2	Chapter 2, pp. 19, 22, 24, 35	Topic headings: Muscular system, Strength, FITT
			Activity	978-1-4504-6886-2	Chapter 2, p. 35.	Portfolio Assignment
			Instruction	978-1-4504-6886-2	Chapters 9, p. 156; Chapter 10, p. 182; Chapter 11, p. 199; Chapter 12, p. 216	Chapter 9, Topic headings: Barre, PreBarre Warm-ups; Chapter 10, Topic heading: Basics of Modern dance; Chapter 11, Jazz Dance warm-up; Chapter 12, Basics of Tap Dance Class.
(3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:	(D) understand the principles of an effective warm-up and cool-down, implementing elements of proper conditioning for performing skills	(ii) understand the principles of an effective cool-down, implementing elements of proper conditioning for performing skills	Instruction	978-1-4504-6886-2	Chapter 2, p. 31. Chapter 11, pp. 199-200	Chapter 2, Topic heading: Warm Up and Cool Down. Chapter 11, Topic heading: Warm-up, Isolations
			Activity	978-1-4504-6886-2	Chapter 11, p. 200	Activity 11.3 Create a Jazz Warm-up
			Instruction	978-1-4504-6886-2	Chapter 2, pp. 19, 22, 24, 35	Topic headings: Muscular system, Strength, FITT
			Review	978-0-99-006511-1	TWR Presentation Package, Chapter 2	TWR Presentation Package, Chapter 2 slides 4, 6, 24
			Assessment	978-0-99-006511-1	TWR Additional Resources for Teachers; WR/TWR Chapter 2	TWR Additional Resources for Teachers: Types of Stretching (Proprioceptive Facilitation (PNF), and Static Stretching), List of resources for student extended learning activities for dance fitness or general fitness; WR/TWR Chapter 2, Other: Warm-up and Cool-down, Extended Learning Activity #2: Conduct Personal Fitness Assessment and Determine Goals
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(A) perform the characteristics of dances from several diverse cultures or historical periods	(i) perform the characteristics of dances from several diverse cultures or historical periods	Instruction	978-1-4504-6886-2	Chapter 5, pp. 79-90; Chapter 6, pp. 98-99.	Chapter 5, Topic heading: Exploring Dance History (prehistory - 21st century), Chapter 6, Topic heading: Social Dance History

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	978-1-4504-6886-2	Chapter 5, pp.80, 83, 85, 92; Chapter 6, pp. 101-102, 102-107, 107-108; Chapter 10, p. 177.	Chapter 5, Activities 5.2 Create a Prehistoric Dance, 5.3 Dance in the Middle Ages, 5.4 Minuet or Country Dance?, 5.5 Stepping Back into the Past; Chapter 6, Topic headings: Basics of Social Dance, Traditional Social Dances, Creating Social Dances. Chapter 10, Activity 10.2 Learn from Early Modern Dance Choreographers
			Assessment	978-0-99-006511-1	TWR Assessment Tools; TWR/WR Chapter 5	TWR, TWR/WR Chapter 5, Assessment Tools: Evaluate your historical dance performance, Evaluate creating an historical dance
			Instruction	978-0-99-006511-1	TWR/WR: Chapters 5, 6, 7, 8	TWR/WR Chapter 5: Historical dances, TWR/WR Explore More sections: Chapter 6: Country Western and Line Dancing, Chapter 7, American Folk Dances, Chapter 8, Cultural Dances.
			Assessment	978-0-99-006511-1	TWR Assessment Tools; TWR/WR Chapters 6, 7, 8 Assessment Tools	TWR Assessment Tools; TWR/WR Chapters Assessment Tools: Chapter 6, Social Dance self-assessment; Chapter 7, Performing Folk Dance, Recreating a Folk Dance, Chapter 8, Evaluate Your Cultural Dance
(4) Historical and cultural relevance. 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	(i) perform dance phrases or dances from several time periods with an understanding of historical contexts	Instruction	978-1-4504-6886-2	Chapter 5, p. 79-90	Topic heading: Exploring Dance History (prehistory - 21st century)
			Activity	978-1-4504-6886-2	Chapter 5, p. 80, 83, 85, 92	Activities 5.2: Create a Prehistoric Dance, 5.3: Dance in the Middle Ages, 5.4: Minuet or Country Dance?, 5.5 Stepping Back into the Past,
				978-0-99-006511-1	TWR Assessment Tools; TWR/WR Chapter 5: Assessment Tools	TWR Assessment Tools; TWR/WR Chapter 5, Assessment Tools: Evaluate your historical dance performance, Evaluate creating an historical dance
			Instruction	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 6, pp. 102-107; WR/TWR: Explore More; WR/TWR Chapter 7, WR/TWR Chapter 8, Explore More sections	Chapter 6, Topic heading: Traditional Social Dances (19th, 20th and 21st centuries), WR/TWR Chapter 6, Country Western and Line Dances WR/TWR Chapter 7, American Folk Dances; WR/TWR Chapter 8, Mexican, Native American, African, Street Dancing
			Assessment	978-0-99-006511-1	TWR Assessment Tools; TWR/WR Chapters 6, 7, 8	TWR, TWR/WR Assessment Tools: Chapter 6, Social Dance self-assessment; Chapter 7, Performing Folk Dance, Recreating a Folk Dance, Chapter 8, Evaluate Your Cultural Dance
(4) Historical and cultural relevance. 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	(ii) perform dance phrases or dances from several time periods with an understanding of social contexts	Instruction	978-1-4504-6886-2	Chapter 5, pp. 79-90	Topic heading: Exploring Dance History (prehistory - 21st century)
			Activity	978-1-4504-6886-2	Chapter 5, pp. 80, 83, 85, 92	Activities 5.2 Create a Prehistoric Dance, 5.3 Dance in the Middle Ages, 5.4 Minuet or Country Dance?, 5.5 Stepping Back into the Past,

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	978-0-99-006511-1	TWR Assessment Tools, TWR/WR: Chapters 5, 6, 7, 8	TWR Assessment Tools, TWR/WR Assessment tools: Chapter 5, Evaluate your historical dance performance, Re Creating an historical dance; Chapter 6, Evaluate Your Social Dance, Chapter 7, Evaluate Your Folk Dance, Re Create a Folk Dance, Chapter 8, Evaluate Your Cultural Dance
			Instruction	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 6, pp. 102-107; WR/TWR Explore More; Chapter 7, pp. 116, 122-123, WR/TWR Explore More; Chapter 8: pp. 130-131; 131-132, WR/TWR Explore More.	Chapter 6, Topic heading: Traditional Social Dances, WR/TWR Explore More: Country Western and Line Dances; Chapter 7, Topic headings: Exploring Folk Dance, Basic Folk Dances, WR/TWR Explore More: American Folk Dances (longways, square, and round); Chapter 8, Topic headings: Exploring Cultural Dance, Explore More overview and WR/TWR Chapter 8 Explore More sections (Mexico, America, Africa, India, and Japan).
			Activity	978-1-4504-6886-2; 978-0-99-006511-1	WR/TWR Chapter 9; Chapter 10, p. 171, Chapter 11, p. 198, Chapter 12, p. 221.	WR/TWR Chapter 9 Extended Learning Activities: Viewing Ballet Styles Throughout History; Chapter 10, Activity 11.2 Learn from Early Modern Dance Choreographers; Chapter 11, Activity 11.2 Social Dance Influences; Chapter 12, Activity 12.4 Tap Styles
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(C) identify historical figures in dance history and their significance	(i) identify historical figures in dance history	Instruction	978-1-4504-6886-2	Chapter 5, pp. 79-90	Topic heading: Exploring Dance History (Prehistory - 21st century)
			Activity	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 5, p. 78; TWR Chapters 6, 9, 10, 11, 12	Activity 5.1: Create a Time Line. TWR Chapter 6, 9, 10, 11, 12: Suggested Timelines for each dance genre chapters-- Ballet, Modern Dance, Jazz Dance, Tap Dance
			Instruction	978-1-4504-6886-2	Chapter 6, pp. 98-99; Chapter 9, pp. 141-149; Chapter 10, pp. 173-181; Chapter 11, pp. 193-198; Chapter 12, pp. 213-216, Chapter 13, pp. 228-230. WR/TWR Explore More: Chapters 6 and 13.	Topic headings: Explore Social dance; History of Ballet; History of Modern Dance, History of Jazz Dance, History of Tap Dance; WR/TWR Chapter 6 Explore More: Country Western and Line Dancing, Chapter 13 Explore More: Drill and Dance Teams, Musical Theatre Dance.
			Review	978-0-99-006511-1	TWR Presentation Packages Chapters 9, 10, 11 12.	TWR Presentation Packages: Chapter 9 slides: 7, 8, 11-21; Chapter 10 slides: 10-15, 17-20, 22-25, 27; Chapter 11 slides: 13-16; Chapter 12 slides: 11, 13 15-18;

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Assessment	978-0-99-006511-1	TWR Review Questions with answer key; TWR/WR and Chapter Review Questions: Chapter 5 pp. 93-94; 6 pp 110-111; 9 p. 166; 10 pp. 189-190; 11 pp. 207-209; 12 p 224; 13 p. 235.	TWR Review Questions with answer key; TWR/WR and Chapter Review Questions: Chapter 5, True/False #2, Multiple Choice # 3; Chapter 6, Multiple Choice #2; Chapter 9, True/False #5; Chapter 10, Multiple Choice #3, True/False #1, 2, 3, 4; Matching 1-16; Chapter 11, Matching 1-12; Chapter 12, Multiple Choice 2, 3, 6, True/False #3; Chapter 13, Multiple Choice #1.
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(C) identify historical figures in dance history and their significance	(ii) identify [historical figures] significance in dance history	Instruction	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 6, pp. 98-99; Chapter 9, pp. 141-149; Chapter 10, pp. 173-181; Chapter 11, pp. 193-198; Chapter 12, pp. 213-216; Chapter 13, pp. 228-230. WR/TWR Explore More: Chapters 6 and 13.	Topic headings: Explore Social dance; History of Ballet; History of Modern Dance, History of Jazz Dance, History of Tap Dance; WR/TWR Chapter 6 Explore More: Country Western and Line Dancing, Chapter 13 Explore More: Drill and Dance Teams, Musical Theatre Dance.
			Activity	978-1-4504-6886-2	Chapter 5, p. 78; Chapters 6, 9, 10, 11, 12, 13	Activity 5.1: Create a Time Line. Chapter 5: Suggested Timelines for each dance genre chapters--Ballet, Modern Dance, Jazz Dance, Tap Dance
			Instruction	978-1-4504-6886-2; 978-0-99-006511-1; 978-0-99-006512-8	Chapters 6, 9, 10, 11, 12, 13 and TWR/WR Explore More sections	Topic headings: Explore Social dance; History of Ballet; History of Modern Dance, History of Jazz Dance, History of Tap Dance. TWR/WR Explore More sections for specific chapters.
			Review	978-0-99-006511-1	TWR Presentation Packages Chapters 9, 10, 11 12.	TWR Presentation Packages: Chapter 9 slides: 7, 8, 11-21; Chapter 10 slides: 10-15, 17-20, 22-25, 27; Chapter 11 slides: 13-16; Chapter 12 slides: 11, 13 15-18;
			Assessment	978-0-99-006511-1; 978-0-99-006512-8	TWR review questions and answer key, TWR/WR and Chapter Review questions: 5, 9, 10 11, 12, 13	TWR Review questions and answer key, TWR/WR and Chapter Review questions: Chapter 5, True/False #2, Multiple choice # 3; Chapter 9, True/False #5; Chapter 10, Multiple Choice #3, True/False #1, 2, 3, 4; Matching 1-16; Chapter 11, Matching 1-12, Chapter 12, Multiple Choice # 2, 3, 6, True/False #3; Chapter 13, Multiple Choice #1.
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(D) identify dance in various media and content areas	(i) identify dance in various media	Instruction	978-1-4504-6886-2	Chapter 4, p. 70, Chapter 11, pp. 193-198; Chapter 12 pp. 213-216; Chapter 13, pp. 227-228, 228-230, 230, 231, 232, Chapter 14, pp. 241-249.	Chapter 4, Topic heading: Experiencing Dance as Art; Chapter 11, Topic heading: History of Jazz Dance; Chapter 12, Topic heading: History of Tap Dance; Chapter 13, Introduction, Topic headings: Discovering Dance as Entertainment, Exploring Dance as Entertainment, History of Dance as Entertainment, Drill or Dance Teams, Musical Theater Dance, Dance for the Camera. Chapter 14, Topic heading: Exploring Performance and Production
			Activity	978-1-4504-6886-2	Chapter 13, pp. 227, 231, 232, 235.	Chapter 13: Activities 13.1 Dance in Commercials, 13.2 Learn a Drill or Dance Team Combination, 13.3 Musical Theatre Dance, 13.3 Dance on Camera, Portfolio Assignment

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	978-1-4504-6886-2	Chapter 15, pp. 263-265, 267-268	Chapter 15 Topic headings: Exploring Dance and Associated Careers, Media and Artistic Literacy
			Review		TWR Presentation Package Chapter 13	TWR Presentation Package Chapter 13 slides: 4, 7, 11, 13.
			Assessment	978-0-99-006511-1	TWR Review questions and answer key, TWR/WR and Chapter 13 Review questions	TWR Review questions and answer key. TWR/WR and Chapter 13: Multiple Choice 1, 2, 3, 4.
(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:	(D) identify dance in various media and content areas	(ii) identify dance in various content areas	Instruction	978-1-4504-6886-2	Chapter 1, pp. 10, 11; Chapter 3, p. 46; Chapter 4, pp. 56-57, 67-68, 70; Chapter 5, pp. 77-90; Chapter 8, pp. 129, 130-131; Chapter 14, pp. 239-240, 241-249; Chapter 15, pp. 267-268, 268-269, 271-276	Chapter 1, Topic headings: Creating, Performing, and Responding (Arts). Thinking Like a Dancer: Dance Literature; Chapter 4, Introduction: Arts Connections, Topic headings: Aesthetic Principles, Experience Dance an Art; Chapter 5, History of Dance; Chapter 8, Topic headings: Discovering Cultural Dance (cultural geography) Exploring Cultural Dance; Chapter 14, Topic headings: Theatres and Other Performance Spaces, Lighting Designer, Costumer Designer, Scenic Designer (design and technology). Chapter 15, Topic headings: Artistic, Media, and Dance Literate, Multiple Intelligences, Dance Careers.
			Activity	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 2, p. 35; Chapter 14, p. 249; Chapter 15, p. 278, WR/TWR	Chapter 2, Topic heading: Portfolio Assignment; Chapter 14, Activity 14.2 Analyzing the Elements of a Dance Performance and Production; Chapter 15, Activity 15.3, Portfolio Assignment; WR/TWR Extended Learning Activities: Surveying Dance Careers.
			Instruction	978-1-4504-6886-2; 978-0-99-006511-1	Chapter 6, pp. 98-99; Chapter 9, pp. 141-149; Chapter 10, pp. 173-181; Chapter 11, pp. 193-198; Chapter 12, pp. 213-216; Chapter 13 pp. 228-230. WR/TWR Explore More: Chapters 6 and 13.	Chapter 6, Topic heading: Explore Social dance; Chapter 9, History of Ballet; Chapter 10, History of Modern Dance; Chapter 11, History of Jazz Dance; Chapter 12, History of Tap Dance; Chapter 13, History of Dance as Entertainment WR/TWR Explore More: Chapters 6 and 13.
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance	(i) incorporate appropriate movement vocabulary when identifying qualities of performance or production in dance	Instruction	978-1-4504-6886-2	Chapter 3, pp. 41, 42-42, 46, 46-48, 49; Chapter 4, pp. 59, 62-63, 65-66, 66, 67-68, 68-69, 69-70, 70.	Chapter 3, Topic headings: Discovering the Elements of Dance, Exploring the Elements of Dance, Movement Qualities and Efforts, Relationships, Dynamics, Movement Principles; Chapter 4, Table 4.1 Choreographic Principles, Topic headings: Dance Structures, Choreographic Design, Music Fundamentals, Aesthetic Principles, Artistry, Viewing Dance Works, Experiencing Dance as Art.
			Activity	978-1-4504-6886-2	Chapter 14, pp. 249, 256; Chapter 15, p. 268	Chapter 14: Activity 14.2 Analyze the Elements of a Dance Performance or Production, Portfolio Assignment; Chapter 15, Activity 15.2 Analyze a Dance Performance.

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			Assessment	978-0-99-006511-1	TWR, TWR/WR Assessment Tools: Chapter 3 and 14	TWR Assessment Tools, TWR/WR Assessment Tools: Chapter 3 Individual and Group performance; Chapter 14, Professional Attitude Development.
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance	(ii) incorporate appropriate movement vocabulary when discussing meaning of performance or production in dance	Instruction	978-1-4504-6886-2	Chapter 3, pp. 41, 42-42, 46, 46-48, 49; Chapter 4, pp. 59, 62-63, 65-66, 66, 67-68, 68-69, 69-70, 70.	Chapter 3, Topic headings: Discovering the Elements of Dance, Exploring the Elements of Dance, Movement Qualities and Efforts, Relationships, Dynamics, Movement Principles; Chapter 4, Table 4.1 Choreographic Principles, Topic headings: Dance Structures, Choreographic Design, Music Fundamentals, Aesthetic Principles, Artistry, Viewing Dance Works, Experiencing Dance as Art
			Activity	978-1-4504-6886-2	Chapter 3, p. 45, Chapter 4, pp. 48-49, Chapter 14, p. 249.	Activity 3.2: Effort/Actions and Movement Qualities; Activities 4.4: Viewing Aesthetic Principles, Activity 14.2 Analyzing the Elements of a Dance Performance and Production
			Instruction	978-1-4504-6886-2	Chapter 14 pp. 239-240, 241, 242-244, figure 14.2, 244, 244-245, 251-252, 253-254.	Chapter 14: Topic headings: Theater and Other Performance Spaces, Roles of Artistic, Design, and Production Staffs, Lighting Design (lighting instruments) figure 14.2 Repertory Design, Costume Design (and make-up), Scenic Design, Learning Stage Directions, Types of Rehearsals, Preparing for the Performance
			Activity	978-0-99-006511-1	WR/TWR Chapter 3	WR/TWR Chapter 3, Worksheet # 1 Activity: Elements of Dance, Extended Learning Activities # 2. Changing Intent (movement to different music selection), Additional Resources for Students #2. When Movement Becomes Dance
			Assessment	978-1-4504-6886-2	Chapter 3, pp. 52, 53; Chapter 4: pp. 71-72, 72-73; TWR Review questions and answer key, TWR/WR and Chapter 14, pp. 256-258	Chapter 3, Portfolio Design, TWR, TWR/WR Review questions: Matching; Chapter 4: Portfolio Assignment, TWR, TWR/WR Review questions: True or False #3, Short Answer, Matching #3, 4, 5; TWR, TWR/WR and Chapter 14 : All Review Questions
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances	(i) demonstrate appropriate audience behavior and etiquette in the classroom	Instruction	978-1-4504-6886-2	Chapter 3, p. 50-51	Topic heading: Practicing Roles of Performer and Audience Member
			Activity	978-1-4504-6886-2	Chapter 3, p. 51	Topic heading: Practicing Roles of Performer and Audience Member
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances	(ii) demonstrate appropriate audience behavior and etiquette at performances	Instruction	978-1-4504-6886-2	Chapter 3, p. 50-51	Topic heading: Practicing Roles of Performer and Audience Member
			Activity	978-1-4504-6886-2	Chapter 3, p. 51	Topic heading: Practicing Roles of Performer and Audience Member
			Instruction	978-1-4504-6886-2	Chapter 14, pp. 249, 251.	Topic heading: Dance Production Etiquette and Safety, Etiquette in the Theatre
			Review	978-0-99-006511-1	TWR Presentation Package Chapter 14.	TWR Presentation Package Chapter 14 slides: 4, 24

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(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(C) identify relationships between dance and other content areas	(i) Identify relationships between dance and other content areas	Instruction	978-1-4504-6886-2	Chapter 1, pp. 10, 11, Chapter 2, pp.19-21, 21-23, 24-25; Chapter 3, p. 46; Chapter 4, pp. 56-57, 67-68, 70; Chapter 5, pp. 77-90, Chapter 8, pp. 129, 130-131; Chapter 14, pp. 239-240, 241-249; Chapter 15, pp.267-268, 268-269, 271-276.	Chapter 1, Topic headings: Creating, Performing, and Responding (Arts). Thinking Like a Dancer: Dance Literature; Chapter 2, Anatomy, Dance Fitness, Kinesiology; Chapter 3, Movement principles (based on body science); Chapter 4, Introduction, Arts Connections, Aesthetic Principles, Experience Dance as Art; Chapter 5, History of Dance; Chapter 8, Topic headings: Discovering Cultural Dance (cultural geography), Exploring Cultural Dance; Chapter 14, Topic headings: Theatres and Other Performance Spaces, Roles of Artistic, Design, and Production Staffs { Dance Lighting, Costume and Make-up, Scenery design concepts, and Theatre Technology (Lighting instruments, repertory lighting plot)}; Chapter 15, Topic heading: Artistic, Media, and Dance Literate, Multiple Intelligences, Dance Careers.
			(Drop-down menu)			
			Instruction	978-1-4504-6886-2	Chapters 3 pp. 46-48; Chapter 4 pp. 59, 65, 67-68.	Chapter 3 Movement Principles; Chapter 4 Choreographic principles table 4.1; Choreographic Designs, Aesthetic Principles
			Instruction		TWR Additional Resources: Chapters 6, 7, 9, 10, 11, 12	TWR Additional Resources Chapters 6, 7, 9, 10, 11, 12 provide the teacher with the application of aesthetic principles to each of these dance genres.
(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:	(D) identify knowledge and skills of technology in dance	(i) identify knowledge of technology in dance	Instruction	978-1-4504-6886-2	Chapter 1, pp. 10, 11, Chapter 2, pp. 19-21, 21-23, 24-25; Chapter 3: p. 46; Chapter 4, pp. 56-57, 67-68, 70; Chapter 5: pp. 77-90, Chapter 8 pp.129, 130-131; Chapter 14 pp. 239-240, 241-249, Chapter 15, pp.267-268, 268-269, 271-276	Chapter 1, Topic headings: Creating, Performing, and Responding (Arts). Thinking Like a Dancer: Dance Literature; Chapter 2, Anatomy, Dance Fitness, Kinesiology; Chapter 3, Movement principles (based on body science); Chapter 4, Introduction: Arts Connections, Aesthetic Principles, Experience Dance as Art; Chapter 5, History of Dance; Chapter 8, Topic headings: Discovering Cultural Dance (cultural geography), Exploring Cultural Dance; Chapter 14: Topic headings: Theatres and Other Performance Spaces, Roles of Artistic, Design, and Production Staffs { Dance Lighting, Costume and Make-up, Scenery design concepts, and Theatre Technology (Lighting instruments, repertory lighting plot)}; Chapter 15, Topic headings: Artistic, Media, and Dance Literacy, Multiple Intelligences, Dance Careers.
			Activity	978-1-4504-6886-2	Chapter 13, p. 227, 231, 232, 232. Chapter 14, pp. 240, 242-243, 249; Chapter 15, pp. 263, 268	Chapter 13, Activities 13.1 Dance in Commercials, 13.2 Learn a Drill or Dance Team Combination, 13.3 Dance in Musical Theatre, Dance on Camera; Chapter 14, Activity 14.1 Stages and Performance Spaces, Topic heading: Lighting Designer (last paragraph, students identify lighting instruments on repertory light plot). Activity 14.2 Analyze the Elements of a Dance Performance and Production; Chapter 15, Activities 15.1 College and Career Options, 15.2 Analyzing a Dance Performance

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:</p>	<p>(D) identify knowledge and skills of technology in dance</p>	<p>(ii) identify skills of technology in dance</p>	<p>Instruction</p>	<p>978-0-99-006511-1</p>	<p>Chapters 4, 5, 7, 9, 10, 11, 12, 13, 14, 15, TWR, WR/TWR resources</p>	<p>Chapters include web search terms and icons for Chapter Web Resources, video and audio clips, Chapter 4: email a dance, create a music or soundscape (using internet sources), TWR Additional Resources for Teachers: choreographic resources for using technology to make dances (web link) Chapter 5: Timeline (internet research); TWR Chapter 6: Timeline; Chapter 7: Folk Dance Research; Chapter 9: Ballet historical styles, TWR Timeline, movies; Chapter 10: TWR Timeline, Modern Dance styles; Chapter 11: link to Ken Burn's film, Bob Fosse Biography, TWR Timeline; Chapter 12: Tap Movies and Videos, Internet Research on Tap Dance Artists; Chapter 13, Musical Theater Dance films, Dance and Technology, Dance for the Camera, creating a short dance video; Chapter 14: Performance space research; Chapter 15: Surveying Careers internet research, Audition and union information, Multiple Intelligence</p>
			<p>Activity</p>	<p>978-0-99-006511-1</p>	<p>TWR/WR Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15. Vocabulary Terms with and without definitions.</p>	<p>WR Chapters: E-Journal, Extended Learning Activities, Additional Resources for Students, Worksheets and Other activities, Video and Audio clips, Chapter Review Questions, Assessment Tools, Web Searches. Chapters 5, 6, 7, 8, and 13 Explore More sections. Vocabulary Terms presented with and without definitions.</p>
			<p>Assessment</p>	<p>978-0-99-006511-1</p>	<p>TWR Assessment Tools TWR/WR Assessment Tools for chapters 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.</p>	<p>TWR Assessment Tools, TWR/WR Assessment Tools for chapter performance evaluation and in Part III. Development as a Dancer.</p>
			<p>Assessment</p>	<p>978-0-99-006511-1</p>	<p>TWR Review questions and answer key, TWR/WR and Chapters Review questions for all chapters, TWR Part I, II, III, and IV tests and final examination with answer key.</p>	<p>TWR Review questions and answer key, TWR/WR and Chapters Review questions for all chapters. TWR Part I, II, III, and IV tests and final examination with answer key.</p>