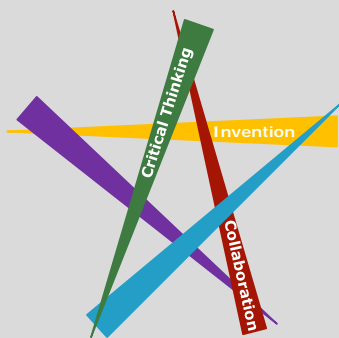


**Curriculum Development Course at a Glance  
Planning For 1<sup>st</sup> Grade Dance**

<b>Content Area</b>	Dance	<b>Grade Level</b>	1 <sup>st</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Movement, Technique, and Performance	1. Perform movement phrases alone and with others	DA09-GR.1-S.1-GLE.1	
	2. Demonstrate the elements of dance (space, time, and energy) in movement phrases	DA09-GR.1-S.1-GLE.2	
2. Create, Compose, and Choreograph	1. Use the dance elements to create a simple movement phrase based on personal ideas and concepts from other sources	DA09-GR.1-S.2-GLE.1	
	2. Create a solo dance with changes in space or timing to reflect different feelings	DA09-GR.1-S.2-GLE.2	
3. Historical and Cultural Context	1. Perform simple dances from various cultures	DA09-GR.1-S.3-GLE.1	
	2. All cultures around the world have unique dances	DA09-GR.1-S.3-GLE.2	
4. Reflect, Connect, and Respond	1. Respond to different dance styles using basic stylistic vocabulary	DA09-GR.1-S.4-GLE.1	
	2. Display, discuss, and demonstrate appropriate etiquette at a dance performance	DA09-GR.1-S.4-GLE.2	

**Colorado 21<sup>st</sup> Century Skills**



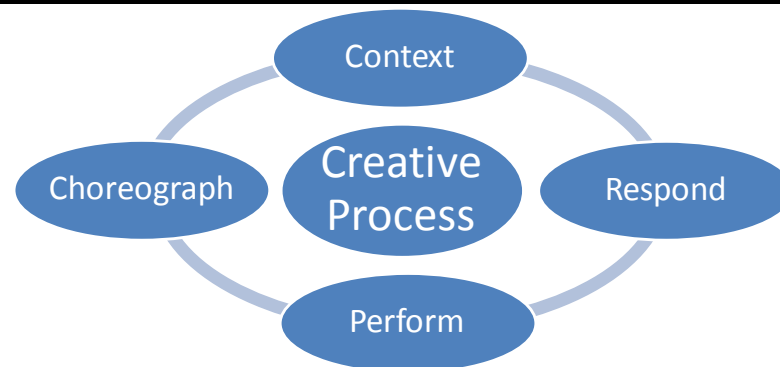
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*



The Colorado Academic Standards for Dance are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy.

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
What Do You See and Hear?	2-3 weeks/ 4-6 contact hours	Instructor Choice
Explore Our Environments Through Movement	2-3 weeks/ 4-6 contact hours	Instructor Choice
Discovering Cultural Objects	2-3 weeks/ 6-8 contact hours	Instructor Choice
First Position	Quarter/Semester/Yearly	Instructor Choice

**Curriculum Development Overview  
Unit Planning for 1<sup>st</sup> Grade Dance**

<b>Unit Title</b>	What Do You See and Hear?		<b>Length of Unit</b>	2-3 weeks/ 4-6 contact hours
<b>Focusing Lens(es)</b>	Creative Expression	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.1-S.1-GLE.1, DA09-GR.1-S.1-GLE.2 DA09-GR.1-S.2-GLE.1, DA09-GR.1-S.2-GLE.2 DA09-GR.1-S.3-GLE.1, DA09-GR.1-S.3-GLE.2 DA09-GR.1-S.4-GLE.1, DA09-GR.1-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How do your feelings help you to move? (DA09-GR.1-S.1-GLE.2-IQ.1) and (DA09-GR.1-S.2-GLE.1-IQ.1,5) and (DA09-GR.1-S.3-GLE.1-IQ.1) and (DA09-GR.1-S.4-GLE.2-IQ.1)</li> <li>• Where do movement ideas come from?</li> <li>• What do the sounds in the movement of a particular dance look like?</li> <li>• Why is sound and music important to a dance?</li> <li>• Why is it important to watch respectfully during a live dance performance?</li> </ul>			
<b>Unit Strands</b>	Performance Preparation, Create Movement, Contextual Choices, Respond to Created Movement			
<b>Concepts</b>	Space/Time/Energy, Tradition, Rhythm, Sounds, Observation, Emotion, Expression, Culture, Movement			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Choices of body movements express different emotions and ideas (DA09-GR.1-S.1-GLE.1, 2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.4-GLE.1)	What body movements could be used to illustrate an instrument sound? Which body part would you use to change the different instrument sounds into movement? What movements are related to specific feelings?	How would you change the instrument sounds into movements using different energy qualities? What feelings do different instruments sound like? How are body movements chosen to illustrate feelings that occur when sounds are played?
Cultural dance movements demonstrate differences in use of space/time/energy (DA09-GR.1-S.1-GLE.1) and (DA09-GR.1-S.2-GLE.2) and (DA09-GR.1-S.3-GLE.1) and (DA09-GR.1-S.4-GLE.1)	How do cultural dance forms differ in energy quality use (speed/rate/flow)? How do cultural dance forms differ in use of space (directions/high low predominance)? How do cultural dance forms differ in time (rhythm/tempo)?	What are your favorite movements created by other cultures and why?
Rhythmic sounds impact dance movement choices (DA09-GR.1-S.1-GLE.1, 2) and (DA09-GR.1-S.2-GLE.1) and (DA09-GR.1-S.3-GLE.2) and (DA09-GR.1-S.4-GLE.2)	Which instrument sounds would you connect with cultural dance forms? What patterns are used in cultural dances?	How do you change your use of energy (speed/rate/flow), space directions/high low predominance), or time (rhythm/tempo) when dancing to different instrument sounds? How do other students use energy or rhythm in their movements?

**Curriculum Development Overview  
Unit Planning for 1<sup>st</sup> Grade Dance**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Examples of cultural dance forms (such as salsa, square dancing, Native American, clogging etc.) (DA09-GR.1-S.3-GLE.1, 2)</li> <li>• Examples of forms of energy quality use (soft/hard, strong/light) (DA09-GR.1-S.1-GLE.2-EO.a)</li> <li>• Connection between cultural dance forms energy quality use and instrument sounds (such as fiddles in square dancing, drum beats in native American) (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.2) and (DA09-GR.1-S.3-GLE.1, 2) and (DA09-GR.1-S.4-GLE.1)</li> <li>• Examples of creative movements based on instrument sounds (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.2) and (DA09-GR.1-S.3-GLE.1, 2) and (DA09-GR.1-S.4-GLE.1)</li> <li>• Examples of movement and corresponding feelings (such as slow violin solo for sadness, strong bass drum for anger, airy and fast flute for happy) (DA09-GR.1-S.1-GLE.2-EO.c)</li> <li>• Beginning, middle and end of a movement exercise (DA09-GR.1-S.2-GLE.1-EO.a)</li> <li>• Examples of dance origins (countries, eras, celebrations) (DA09-GR.1-S.3-GLE.1-EO.b)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good posture and basic joint actions (DA09-GR.1-S.1-GLE.1-EO.c)</li> <li>• Differentiate among and demonstrate movement qualities such as soft and hard, strong and light, and smooth and percussive (DA09-GR.1-S.1-GLE.2-EO.a)</li> <li>• Equate qualities of movements with feelings and moods (DA09-GR.1-S.1-GLE.2-EO.c)</li> <li>• Perform with variations in qualities of movements to music in many tones and tempos (DA09-GR.1-S.1-GLE.2-EO.e)</li> <li>• Create a simple movement phrase that has a beginning, middle, and an end during instructor-led exercise (DA09-GR.1-S.2-GLE.1-EO.a)</li> <li>• Use action words, everyday sounds, and musical instruments to create movements (DA09-GR.1-S.2-GLE.2-EO.a)</li> <li>• Learn origins of dances studied (DA09-GR.1-S.3-GLE.1-EO.b)</li> <li>• Recognize that dance is found in all countries in the world (DA09-GR.1-S.3-GLE.2-EO.a)</li> <li>• Observe a dance and show interest (DA09-GR.1-S.4-GLE.2-EO.a)</li> <li>• Describe favorite movements (DA09-GR.1-S.4-GLE.2-EO.b)</li> <li>• Observe movements created by others (DA09-GR.1-S.1-GLE.1) and (DA09-GR.1-S.2-GLE.2) and (DA09-GR.1-S.3-GLE.2) and (DA09-GR.1-S.4-GLE.1, 2)</li> <li>• Accurately perform movements created by others (DA09-GR.1-S.1-GLE.1) and (DA09-GR.1-S.2-GLE.2) and (DA09-GR.1-S.3-GLE.2) and (DA09-GR.1-S.4-GLE.2)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Explain or show how the rhythm or tone in one cultural dance is different from another dance such as a square dance and a native American dance.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Personal Space, General Space, Body Parts, Cultural Dance Forms, Energy Quality, Instrument Sounds, Observe, Cooperate, Perform, Respond, Good Posture</p>
<p><b>Technical Vocabulary:</b></p>	<p>Rhythm, Tempo, Time, Tones</p>

**Curriculum Development Overview  
Unit Planning for 1<sup>st</sup> Grade Dance**

<b>Unit Title</b>	Explore Our Environments Through Movement		<b>Length of Unit</b>	2-3 weeks/ 4-6 contact hours
<b>Focusing Lens(es)</b>	Influence	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.1-S.1-GLE.1, DA09-GR.1-S.1-GLE.2 DA09-GR.1-S.2-GLE.1, DA09-GR.1-S.2-GLE.2 DA09-GR.1-S.3-GLE.1, DA09-GR.1-S.3-GLE.2 DA09-GR.1-S.4-GLE.1, DA09-GR.1-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How can you identify the levels and directions that you see in other’s dance? (DA09-GR.1-S.1-GLE.1-IQ.5) and (DA09-GR.1-S.2-GLE.1-IQ.1) and (DA09-GR.1-S.3-GLE.1-IQ.2) and (DA09-GR.1-S.4-GLE.1-IQ.1)</li> <li>• Where do movement ideas come from?</li> <li>• How can a dance be performed without sound or music?</li> <li>• How does one describe his or her favorite movement in a dance?</li> </ul>			
<b>Unit Strands</b>	Perform/ Space Create/ New Movement Context/ Cultural Influences Respond with Intent			
<b>Concepts</b>	Space/Time/Energy, Movement Discovery, Movement parameters, Pattern Improvisation, Dance styles/movements, Culture, Cultural Environments			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Specific dance styles influence intentional uses of patterns and body shapes (DA09-GR.1-S.1-GLE.1, 2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.2) and (DA09-GR.1-S.4-GLE.1, 2)	What body shapes occur often in certain dance styles? (straight and long in ballet, curved and fluid in hip hop) What patterns occur often in certain dance styles?	How do movement choices reflect a different style? What makes a dance a person’s favorite dance?
Cultural environments contribute to the patterns, styles and shapes used in dance movements (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.1, 2) and (DA09-GR.1-S.4-GLE.1, 2)	What movement spaces are found in a school? What movement spaces are used in society?	How does an environment influence a dance style? (Stage environment vs. a street corner) Why do we map dance or movement spaces?
Gravity and space dictate movement parameters (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.2) and (DA09-GR.1-S.4-GLE.2)	If you jump up, what pulls you down? What objects in a movement space can help or hinder movement?	How does gravity effect movement? How can objects in a movement space change dance movement decisions?

**Curriculum Development Overview  
Unit Planning for 1<sup>st</sup> Grade Dance**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Cultural environment effects movement (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.1, 2) and (DA09-GR.1-S.4-GLE.1)</li> <li>• Movement styles and shapes such as jump, run, bend, stretch (DA09-GR.1-S.1-GLE.1, 2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.1, 2) and (DA09-GR.1-S.4-GLE.1, 2)</li> <li>• The terms of: space, time, and energy, pattern, styles and shapes</li> <li>• (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.1) and (DA09-GR.1-S.4-GLE.1, 2)</li> <li>• Examples of dance styles (DA09-GR.1-S.1-GLE.1, 2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.1, 2) and (DA09-GR.1-S.4-GLE.1, 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform short movement phrases incorporating the elements of dance (space, time and energy) (DA09-GR.1-S.1-GLE.2-EO.d)</li> <li>• Create shapes that relate to nature or an idea, and develop them into a simple phrase of movement, learning to compose a one-part phrase (beginning, middle and end). (DA09-GR.1-S.2-GLE.1-EO.c)</li> <li>• Learn the origins of the dances studied (DA09-GR.1-S.3-GLE.1-EO.b)</li> <li>• Describe favorite movements (DA09-GR.1-S.4-GLE.2-EO.b)</li> <li>• Map an environment in a school such as gym or cafeteria on paper (DA09-GR.1-S.2-GLE.1-RA.1) and (DA09-GR.1-S.4-GLE.1-EO.c)</li> <li>• Explain how dance movements were created or changed to adjust to the environment? (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.2) and (DA09-GR.1-S.3-GLE.2)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Dance styles are made up of unique steps and floor patterns within an environment to share ideas through dance.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Communicate, Style, Shape, Gravity</p>
<p><b>Technical Vocabulary:</b></p>	<p>Jump, Bend, Walk, Run, Stretch, Space/Time,/Energy, Floor Patterns</p>

**Curriculum Development Overview  
Unit Planning for 1<sup>st</sup> Grade Dance**

<b>Unit Title</b>	Discovering Cultural Objects		<b>Length of Unit</b>	2-3 weeks/6-8 contact hours
<b>Focusing Lens(es)</b>	Inspiration	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.1-S.1-GLE.1, DA09-GR.1-S.1-GLE.2 DA09-GR.1-S.2-GLE.1, DA09-GR.1-S.2-GLE.2 DA09-GR.1-S.3-GLE.1, DA09-GR.1-S.3-GLE.2 DA09-GR.1-S.4-GLE.1, DA09-GR.1-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How are dances made up of shapes? (DA09-GR.1-S.2-GLE.1,2-IQ.4) and (DA09-GR.1-S.3-GLE.2-IQ.1)</li> <li>• Why do some movements look better than others?</li> <li>• What shapes and actions help you to understand a story, feelings, and/or idea?</li> <li>• How would you describe a particular dance?</li> </ul>			
<b>Unit Strands</b>	Perform movements created Creating movements Cultural objects and movement Responding and Observing			
<b>Concepts</b>	Space/Time/Energy, Symbols, Innovation, Textures, Change/Transition, Patterns, Balance, Tradition, Dynamics, Freedom, Shape, Exploration			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Exploration fosters innovation, change and transition in dance(DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.2) and (DA09-GR.1-S.3-GLE.1) and (DA09-GR.1-S.4-GLE.1)	What is body awareness?	How can you identify the levels and directions that you see in others' dance? How do the basic elements of dance communicate feelings and thoughts?
Dynamics and force change the design and balance of the dance work (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.1) and (DA09-GR.1-S.4-GLE.1)	What does it mean to dance on beat? What are examples of using space, time, and energy in a dance?	What do you like about the movement of a particular dance?
Basic shapes can inspire body movement (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.1) and (DA09-GR.1-S.4-GLE.2)	What kind of body shapes do you see in others' dances? What shapes can you make with your body?	Why do dancers use shapes when dancing? Why is it important to watch respectfully during a live dance performance?

**Curriculum Development Overview  
Unit Planning for 1<sup>st</sup> Grade Dance**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Examples of dance shapes (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.1) and (DA09-GR.1-S.4-GLE.2)</li> <li>• Examples of a simple phrase of movement (DA09-GR.1-S.1-GLE.1, 2) and (DA09-GR.1-S.2-GLE.1) and (DA09-GR.1-S.3-GLE.1) and (DA09-GR.1-S.4-GLE.1, 2)</li> <li>• Examples of simple dances that express ideas (DA09-GR.1-S.1-GLE.2) and (DA09-GR.1-S.2-GLE.1) and (DA09-GR.1-S.3-GLE.1)</li> <li>• Examples of dances with a story (DA09-GR.1-S.2-GLE.2) and (DA09-GR.1-S.3-GLE.1) and (DA09-GR.1-S.4-GLE.1)</li> <li>• Examples of cultural dances from around the world (DA09-GR.1-S.3-GLE.1) and (DA09-GR.1-S.4-GLE.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Use the elements of dance (space, time and energy) to compose movement phrases ((DA09-GR.1-S.1-GLE.1-EO.a)</li> <li>• Choose movements that feel right and define the moment (DA09-GR.1-S.2-GLE.2-EO.a)</li> <li>• Respond to a dance using basic dance symbol language (DA09-GR.1-S.3-GLE.1-EO.a)</li> <li>• Recognize that dance is found in all countries in the world (DA09-GR.1-S.3-GLE.2-EO.a)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>If I want to create my own dance I need to explore using a variety of shapes, traveling patterns, and cultural ideas that follow a basic structure of beginning, middle and end.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Create, Perform, Aesthetic Values, View, Appreciate, Cultures, Beginning/Middle/End</p>
<p><b>Technical Vocabulary:</b></p>	<p>Space/Time/And Energy/ Movement Qualities, Basic Body Actions, Shapes, Traveling Patterns, Tempo, Rhythm, Variation</p>

**Curriculum Development Overview  
Unit Planning for 1<sup>st</sup> Grade Dance**

<b>Unit Title</b>	First Position		<b>Length of Unit</b>	Quarter/Semester/Yearly
<b>Focusing Lens(es)</b>	Perspective	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.1-S.1-GLE.1, DA09-GR.1-S.1-GLE.2 DA09-GR.1-S.2-GLE.1, DA09-GR.1-S.2-GLE.2 DA09-GR.1-S.3-GLE.1, DA09-GR.1-S.3-GLE.2 DA09-GR.1-S.4-GLE.1, DA09-GR.1-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What kind of body shapes do you see in your dance? In others' dance? (DA09-GR.1-S.1-GLE.1-IQ.3) and (DA09-GR.1-S.2-GLE.1,2-IQ.3) and (DA09-GR.1-S.4-GLE.1-IQ.3)</li> <li>• What do you like about the movement of a particular dance?</li> <li>• Why are the steps different in each dance?</li> <li>• How do the basic elements of dance communicate feelings and thoughts?</li> </ul>			
<b>Unit Strands</b>	Performance Behavior Create Movement Sequences Cultural Context Formative Response			
<b>Concepts</b>	Movement Technique, Patterns, Observation, Tradition, Emotion, Shapes, Experimentation			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Self and group observations develop improved technique and expression. (DA09-GR.1-S.1-GLE.1, 2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.1, 2) and (DA09-GR.1-S.4-GLE.1, 2)	Demonstrate isolated arm movements.	How can dancers use different body parts to express emotion?
Patterns of shapes, steps, and rhythms combine to create a dance composition. (DA09-GR.1-S.1-GLE.1, 2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.1, 2) and (DA09-GR.1-S.4-GLE.1, 2)	Demonstrate a pattern with music and in silence.	How can you get from one position to another?



**Curriculum Development Overview  
Unit Planning for 1<sup>st</sup> Grade Dance**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Stories that have been made into dances (DA09-GR.1-S.2-GLE.2) and (DA09-GR.1-S.3-GLE.1) and (DA09-GR.1-S.4-GLE.1)</li> <li>• Beginning warm-up exercises (DA09-GR.1-S.1-GLE.1, 2)</li> <li>• Simple footwork and movement combinations (DA09-GR.1-S.1-GLE.1, 2) and (DA09-GR.1-S.2-GLE.1, 2) and (DA09-GR.1-S.3-GLE.1)</li> <li>• Performance behavior (DA09-GR.1-S.4-GLE.1, 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform short movement phrases incorporating the elements of dance (space, time, energy) (DA09-GR.1-S.1-GLE.2-EO.d)</li> <li>• Experiment with tempo and timing changes (DA09-GR.1-S.2-GLE.1-EO.b)</li> <li>• Learn the origins of the dances studied (DA09-GR.1-S.3-GLE.1-EO.b)</li> <li>• Observe a dance and show interest (DA09-GR.1-S.4-GLE.2-EO.a)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.            EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>“I can use the space around my body when skipping, running, walking on my tiptoes, or doing bear walks.”</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Perform, Demonstrate, Space, Combinations, Directions, Observe, Expression, Similarity, Difference, Technique, Culture, Behavior, Etiquette, Audience, Round Of Applause, Improvise, Communicate</p>
<p><b>Technical Vocabulary:</b></p>	<p>Dancer, Choreographer, Composer, Ballet, Flex, Pointe, World Dance, Bravo, Step, Position, Elements of Dance (Space, Time, Energy), Levels, Pathways</p>