|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Area** | Dance | | | **Grade Level** | High School Fundamental Pathway | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Fundamental Pathway Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Movement, Technique, and Performance | 1. Demonstrate dance movement skills with technical proficiency and kinesthetic body awareness | | | | | | DA09-GR.8-S.1-GLE.1 |
| 1. Anatomical awareness heightens movement potential | | | | | | DA09-GR.8-S.1-GLE.2 |
| 1. Perform with expression and artistry | | | | | | DA09-GR.8-S.1-GLE.3 |
| 1. Understand the components of the performance process | | | | | | DA09-GR.8-S.1-GLE.4 |
| 1. Create, Compose, and Choreograph | 1. Utilize choreography principles and practices when creating dance works | | | | | | DA09-GR.8-S.2-GLE.1 |
| 1. Apply the creative process to dance-making | | | | | | DA09-GR.8-S.2-GLE.2 |
| 1. Use meaning, intent, and stimuli to create and develop dance works | | | | | | DA09-GR.8-S.2-GLE.3 |
| 1. Understand form in choreography | | | | | | DA09-GR.8-S.2-GLE.4 |
| 1. Historical and Cultural Context | 1. Cultural and historical dance forms and traditions are influenced by the values of the society they represent | | | | | | DA09-GR.8-S.3-GLE.1 |
| 1. Use knowledge of cultural and historical dance forms to translate into performance | | | | | | DA09-GR.8-S.3-GLE.2 |
| 1. Reflect, Connect, and Respond | 1. Respond to, reflect upon, and analyze new dance works, reconstructions, and masterpieces | | | | | | DA09-GR.8-S.4-GLE.1 |
| 1. Articulate connections in dance | | | | | | DA09-GR.8-S.4-GLE.2 |
| **Colorado 21st 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. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

|  |  |  |
| --- | --- | --- |
| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Critical Language:** 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: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |