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

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
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| **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:** |  |