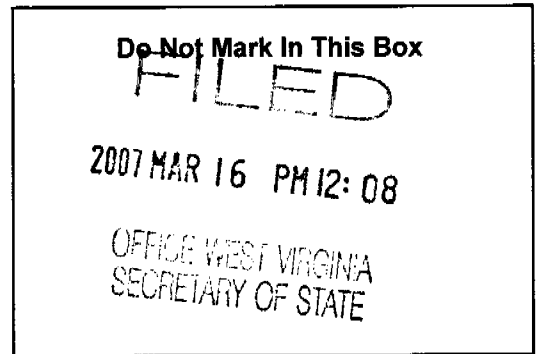


WEST VIRGINIA
SECRETARY OF STATE

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5



NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W.Va. Constitution, Article XII, §2, W.Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO _____

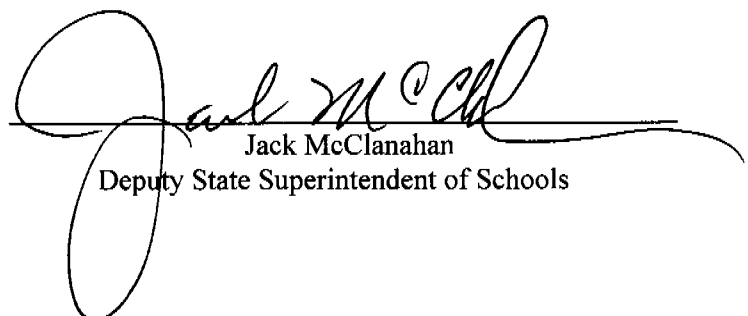
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44I

TITLE OF RULE BEING AMENDED: 21st Century Dance Content Standards and
Objectives for West Virginia Schools (2520.9)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44I

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 1, 2008.


Jack McClanahan
Deputy State Superintendent of Schools

126CSR44I

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 44I
21ST CENTURY DANCE CONTENT STANDARDS AND OBJECTIVES FOR
WEST VIRGINIA SCHOOLS (2520.9)

FILED

2007 MAR 16 PM 12:08

OFFICE WEST VIRGINIA
SECRETARY OF STATE

§126-44I-1. General.

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability systems for, a thorough and efficient education for West Virginia public school students. Policy 2520.9 defines the content standards (or instructional goals) and objectives for dance as required by W. Va. 126CSR42 (Policy 2510).

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. -- March 16, 2007

1.4. Effective Date. -- July 1, 2008.

1.5. Repeal of former rule. -- This legislative rule repeals and replaces W. Va. 126CSR44I, West Virginia Board of Education Policy 2520.9, "Dance Content Standards and Objectives" filed May 8, 2003 and effective July 1, 2003.

§126-44I-2. Purpose.

2.1. This policy defines the content standards (or instructional goals) and objective for the program of study required by Policy 2510 in dance.

§126-44I-3. Incorporation by Reference.

3.1. A copy of 21st Century Dance Content Standards and Objective for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office Of Instruction.

§126-44I-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all educational programs (W. Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for dance, an explanation of terms; objective that reflect rigorous and challenging curriculum; and performance descriptors.

**EXECUTIVE SUMMARY
FOR
WEST VIRGINIA BOARD OF EDUCATION POLICY 2520.9
21ST CENTURY DANCE CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS**

Policy Number and Title: West Virginia Board of Education Policy 2520.9: *21st Century Dance Content Standards and Objectives for West Virginia Schools*

Background: Policy 2520.9 defines the content standards and objectives for Dance as required by 2510 and establishes a standardized format for such.

- The original effective date of Policy 2520 (Instructional Goals and Objectives for West Virginia Schools) was July 1997.
- The West Virginia Board of Education approved initial work on content standards in Mathematics, Reading and English Language Arts, Science, and Social Studies in December 2001. In January 2003, content standards for Dance were placed on comment until March 10, 2003. The version placed on comment created a separate policy for Dance.
- Policy 2520.9 was filed on May 8, 2003 and became effective July 1, 2003.

Major Revisions or Reasons for New Policy: A repeal and replace of Policy 2520.9 is being recommended due to the format changes.

- The major revision made to Policy 2520.09 (WV Dance Standards) results in an alignment of student skills with 21st century learning skills.
- Rigor has been increased particularly in Dance I and in Dance IV. Dance I students are expected to learn more content and skills. Dance IV students are responsible for more public performances.
- While still aligning with national standards, the language and wording used in the revision have been made clearer and the format of the new document is changed.
- A glossary is offered.

Impact:

- Aligning the dance CSOs with the 21st century learning skills places new emphasis on skills that are particularly demanded in the content area of dance: collaboration, creativity and innovation; communication skills; personal responsibility; adaptability; self-direction; and problem-solving skills.
- Raising expectations for dance students results in increased accountability as performing arts students and while encouraging student to focus on them to personal productivity, personal responsibility, and self-direction skills.
- The language and the wording are more "user friendly" to the West Virginia dance teacher, e.g. better understood by dance teachers who come from content areas such as physical education, English, and theatre. The new format also is more "user friendly."
- The glossary, to be made available and accessible to all teachers, provides clarity and better serves the needs of the users.

Response to Comments:

- There was one comment made addressing dance teacher certification within a comment addressed to Policy 2520.10 (Music). It was concerned with teacher certification in the performing arts. Since this comment's issue is certification and not curriculum, no action was considered necessary.

West Virginia Department of Education

West Virginia Board of Education Policy

2520.9

*21st Century Dance Content Standards
and Objectives for West Virginia
Schools*

Steven L. Paine
State Superintendent of Schools

Foreword

A 21st century dance curriculum is an increasingly important aspect of developing learners prepared for success in the 21st century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.09, 21st Century Dance Content Standards and Objectives for West Virginia Schools. The West Virginia Dance Standards for 21st Century Learning include 21st century content standards and objectives as well as 21st century standards and objectives for *learning skills* and *technology tools*. This broadened scope of curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21st century content, 21st century learning skills and the use of 21st century technology tools.

Educators from different areas of the state convened to revise the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging dance curriculum that would prepare students for the 21st century. West Virginia educators played a key role in shaping the content standards to align with national standards and best practice in the field of dance education. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Policy 2520.09 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the *broad descriptions* of what *all* students must know and be able to do at the conclusion of the instructional sequence. The accompanying grade-level objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional *planning* and provide a basis for determining appropriate *assessments, instructional strategies and resources*. The performance descriptors provide the basis for *assessing* overall student competence of grade level standards. The performance descriptors define the five student performance levels ranging from novice to distinguished. With the ultimate goal of "learning for all," these descriptors allow the teacher, students and parents to judge the *level* of student proficiency in each 21st century learning standard.

In combination, the use of learning standards, instructional objectives and performance descriptors become a comprehensive guide for delivering a rigorous and relevant dance curriculum to all West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21st century.

Steven L. Paine
State Superintendent of Schools

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards

The number for each content standard is composed of four parts, each part separated by a period:

- the content area code is D for Dance,
- the letter S, for Standard,
- the grade level or performance level
- the standard number.

Illustration: D.S.LI.3 refers to Level I dance content standard #3.

Numbering of Objectives

The number of each objective is composed of five parts, each part separated by a period:

- the content area code (D for Dance),
- the letter O is for Objective,
- the grade level or performance level
- the number of the content standard addressed, and
- the objective number.

Illustration: D.O.LII.2.5 refers to a dance Level II objective that addresses standard #2 in music, the fifth objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of three performance descriptors is composed of four parts, each part separated by a period:

- the content area (D for dance),
- the letters PD are for Performance Descriptors,
- the grade level or performance level and
- the standard number.

Illustration: D.PD.LI.6 refers to dance performance descriptors for Level II, content standard #6.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.09 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.09 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.09 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.09 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.09 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV 21st Century Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for Level I Dance Standard standard #4 will be "200607.D.S.II.4".

Abbreviations

Content Area Abbreviations

D	Dance
LI	Level I
LII	Level II
LIII	Level III
LIV	Level IV

Other Abbreviations

PD	Performance Descriptors
O	Objective
S	Standard (Content Standard)

DANCE – POLICY 2520.9

Dance is a means of communication and self-expression different from the written or spoken word, or from visual and auditory symbol systems. Dance is a performing art ideally taught sequentially with each level reinforcing and building upon skills taught at previous levels. Dance education is a study of “the art of dance” as well as the techniques involved in the various styles. As students learn and share dances from their own communities and other cultures, they gain skills and knowledge that will prepare them to become responsive participants in an increasingly global society, with a better understanding of dance from a recreational or vocational viewpoint. Each level of dance provides opportunities to correlate dance activities with other subjects thereby enriching learning. At the high school level, formal electives are provided to introduce students to “the art of dance” and to develop skills in dance, choreography, critical and creative thinking, communication and health/wellness awareness.

West Virginia’s vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students’ learning environment.

Dance Content Standards I-IV

Levels I-IV	Dance
Standard: 1	Communication
D.S.1	Students will use dance as a way to create and communicate meaning.
Levels I-IV	Dance
Standard: 2	Movement, Elements and Skills
D.S.2	Students will develop and practice movement elements in performing dance.
Levels I-IV	Dance
Standard: 3	Healthful Living
D.S.3	Students will relate dance to physical health.
Levels I-IV	Dance
Standard: 4	Cultures and Historical Periods
D.S.4	Students will examine and demonstrate dance from various cultures and historical periods
Levels I-IV	Dance
Standard: 5	Critical and Creative Thinking Skills
D.S.5	Students will employ critical and creative thinking skills in dance
Levels I-IV	Dance
Standard: 6	Choreography
D.S.6	Students will understand and apply choreographic principles, processes and structures.
Levels I-IV	Dance
Standard: 7	Connections with Other Disciplines

D.S.7

Students will connect dance to other disciplines.

Dance I

Level I	Dance	Above Mastery	Mastery	Partial Mastery	Novice
Standard: 1	Communication				
D.S.LI.1	Students will use dance as a way to create and communicate meaning.				
Performance Descriptors D.PD.LI.1					
Distinguished					
The Dance I student performing on the distinguished level improvises a movement phrase that communicates an abstract concept, social theme or idea.	The Dance I student performing at the above mastery level prepares and demonstrates a movement phrase that communicates an abstract concept, social theme or idea.	The Dance I student at the mastery level demonstrates a movement phrase that communicates an abstract concept or idea.	The Dance I student at the partial mastery level interprets meaning from a movement or phrase and concludes that personal experiences will effect individual interpretations.	The Dance I student at the novice level recognizes that dance is a means of communication and concludes when movement becomes dance.	
Objectives					
D.O.LI.1.01	Students will observe and explain how personal experience can influence the individual interpretation of a movement.				
D.O.LI.1.02	recognize and communicate abstract ideas through movement.				
D.O.LI.1.03	identify and conclude the distinguishing moment when movement becomes dance (when movement takes on purpose and intent it becomes dance).				
D.O.LI.1.04	improvise a movement phrase that communicates a relevant social theme.				

Level I	Dance	Above Mastery	Mastery	Partial Mastery	Novice
Standard: 2	Movement, Elements and Skills				
D.S.LI.2	Students will develop and practice movement elements in performing dance.				
Performance Descriptors D.PD.LI.2					
Distinguished					
The Dance I student performing at the distinguished level demonstrates proper alignment, rhythm and timing while performing steps and patterns from several dance styles/traditions.	The Dance I student at the above mastery level attempts proper alignment, while performing extended movement sequences with emphasis on rhythm and timing.	The Dance I student at the mastery level identifies and demonstrates all dance concepts. The student performs steps and patterns from various dance styles/traditions. The student practices extended movement sequences. The student understands rhythm and timing and is aware of the importance of alignment in dance.	The Dance I student at the partial mastery level identifies and demonstrates most dance concepts, has an understanding of rhythm and timing. The student performs most steps and patterns from various dance styles/traditions.	The Dance I student at the novice level identifies dance concepts and recognize that any variation in these concepts will alter the dance. The student will identify and perform locomotor and nonlocomotor/axial movements.	

Objectives	Students will
D.O.LI.2.01	identify and practice <i>locomotor</i> and <i>nonlocomotor/axial</i> movements with an awareness of <i>alignment</i> .
D.O.LI.2.02	identify and practice steps and patterns from several different dance styles/traditions.
D.O.LI.2.03	understand <i>rhythm</i> and <i>timing</i> as it relates to movement.
D.O.LI.2.04	recognize and demonstrate the various <i>dance concepts</i> .
D.O.LI.2.05	practice extended movement sequences.

Level I	Dance
Standard: 3	Healthful Living
D.S.LI.3	Students will relate dance to physical health.

Performance Descriptors D.PD.LI.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance I student at the distinguished level assess and modifies personal health goals relating to dance.	The Dance I student at the above mastery level will assess personal health goals relating to dance.	The Dance I student at the mastery level develops and writes personal health goals. The student applies health related concepts to dance and identifies how lifestyle choices affect the dancer.	The Dance I student at the partial mastery level will examine personal health to determine strengths and weaknesses. The dancer understands what lifestyle choices are.	The Dance I student at the novice level understands health related concepts and their importance to physical health.
Objectives	Students will			
D.O.LI.3.01	understand and apply <i>health related concepts</i> to dance.			
D.O.LI.3.02	examine personal physical health and identify strengths and weaknesses to formulate goals.			
D.O.LI.3.03	identify lifestyle choices and their affect on the dancer.			

Level I	Dance			
Standard: 4	Cultures and Historical Periods			
D.S.LI.4	Students will examine and demonstrate dance from various cultures and historical periods.			
Performance Descriptors D.PD.LI.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance I student at the distinguished level differentiates between culturally diverse dances and categorize them under appropriate dance forms.	The Dance I student at the above mastery level communicates pertinent information concerning dance in the twentieth century.	The Dance I student at the mastery level performs and reports on culturally diverse dances. The student identifies dance forms and provide examples of each. The student demonstrates an historical understanding of dance prior to the	The Dance I student at the partial mastery level places dance forms into categories and historical contexts.	The Dance I student performing at the novice level will understand that dance is a culturally diverse art form.

			twentieth century. Student discusses the perception of dance and dancers, in current media, and makes historical comparisons.	
Objectives	Students will			
D.O.LI.4.01	perform and report on the history of culturally diverse dances.			
D.O.LI.4.02	identify the four <i>dance forms</i> and give examples of each			
D.O.LI.4.03	research and answer questions about dance and dancers prior to the twentieth century.			
D.O.LI.4.04	discuss dance and dancers as perceived in contemporary media when compared to other time periods and cultures.			

Level I	Dance			
Standard: 5	Critical and Creative Thinking Skills			
D.S.LI.5	Students will employ critical and creative thinking skills in dance.			
Performance Descriptors D.PD.LI.5				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance I student at the distinguished level creates, revises, and demonstrates a series of dance phrases based on a single theme. The student, after revision of phrases, constructs a dance piece incorporating those phrases.	The Dance I student at the above mastery level creates, revises and demonstrates a series of dance phrases over a period of time. In addition, the student uses a set of aesthetic criteria and questions for the purpose of evaluating student work based on self-assessment.	The Dance I student at the mastery level creates and revises a series of dance phrases over time. In addition, the student establishes and applies a set of aesthetic criteria and questions for the purpose of evaluating student work.	The Dance I student at the partial mastery level creates a series of dance phrases and establishes a set of aesthetic criteria and questions applicable to the student work.	The Dance I student at the novice level creates dance phrases and identifies strengths and weaknesses.
Objectives	Students will			
D.O.LI.5.01	create a series of dance phrases and revise them over time.			
D.O.LI.5.02	establish a set of <i>aesthetic criteria</i> and apply it in evaluating student work.			
D.O.LI.5.03	answer <i>aesthetic questions</i> in a group setting.			

Level I	Dance			
Standard: 6	Choreography			
D.S.LI.6	Students will understand and apply choreographic principles, processes and structures.			
Performance Descriptors D.PD.LI.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Dance I student at the distinguished level	The Dance I student at the above mastery level	The Dance I student at the mastery level defines and	The Dance I student at the partial mastery level defines	The Dance I student at the novice level identifies the

assembles elements of choreography and forms through the creation of a variety of movement phrases. The student uses improvisation as a way to generate movement for choreography.	experiments with improvisation as a way to generate movement for choreography.	practices elements of choreography and forms through the creation of a movement phrase. The student examines improvisation as a way to generate movement for choreography.	the elements of choreography. The student distinguishes between elements of choreography and the forms used in choreography.	elements of choreography. The student defines improvisation.
Objectives Students will				
D.O.LI.6.01	identify, define and practice <i>elements of choreography</i> .			
D.O.LI.6.02	identify, define and practice <i>choreographic forms</i> through the creation of a movement <i>phrase</i> .			
D.O.LI.6.03	examine <i>improvisation</i> as a method for generating movement for choreography.			

Level I				
Dance				
Standard: 7				
Connections with Other Disciplines				
D.S.II.7 Students will connect dance to other disciplines.				
Performance Descriptors D.PD.LI.7				

Distinguished				
The Dance I student at the distinguished level creates an interdisciplinary group project and uses technology to reinforce, enhance or alter that project.	Above Mastery The Dance I student at the above mastery level incorporates technology into the group interdisciplinary project.	Mastery The Dance I student at the mastery level creates a group interdisciplinary project based on a theme identified by the group. The students will discuss how technology and the integration of other disciplines can affect the fundamental concepts or perception of the dance idea.	Partial Mastery The Dance I student at the partial mastery level examines an interdisciplinary project including dance and discusses how technology could be used to enhance the project.	Novice The Dance I student at the novice level understands the meaning of interdisciplinary and the fact that different disciplines have commonalities and differences.

Objectives Students will				
D.O.LI.7.01	create a group interdisciplinary project based on a theme identified by the group.			
D.O.LI.7.02	discuss how technology can be used to reinforce, enhance or alter the dance idea.			
D.O.LI.7.03	identify and discuss commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements and ways of communicating meaning.			

Dance II

Level II	Dance
Standard: 1	Communication
D.S.LI.1	Students will use dance as a way to create and communicate meaning.
Performance Descriptors D.PD.LI.1	
Distinguished	
The Dance II student at the distinguished level creates a dance, collaboratively, using improvisation that communicates abstract ideas within a relevant social theme, concept or idea. The group will revise their movement choices to more effectively create and communicate meaning.	Above Mastery The Dance II student at the above mastery level creates a dance, collaboratively, using improvisation to communicate abstract ideas within a relevant social theme, concept or idea. The group will self-assess their movement choices to determine the effectiveness of communication.
Mastery	The Dance II student in the mastery level improvises movement phrases, collaboratively to create a dance that communicates abstract concepts, relevant social themes or ideas.
Partial Mastery	The Dance II student at the partial mastery level creates a movement phrase, in a small group, using improvisation to convert an abstract concept, social theme or idea into movement phrase.
Novice	The Dance II student at the novice level observes a movement phrase and describes how their interpretation of the dance was influenced by personal experience.
Objectives	Students will
D.O.LI.1.01	articulate understanding of how personal experience influences the interpretation of a dance
D.O.LI.1.02	use <i>improvisation</i> to prepare a movement <i>phrase</i> that communicates <i>abstract</i> ideas.
D.O.LI.1.03	collaborate to create a dance that communicates a <i>relevant social theme</i> .

Level II	Dance
Standard: 2	Movement, Elements and Skills
D.S.LI.2	Students will develop and practice movement elements in performing dance.
Performance Descriptors D.PD.LI.2	
Distinguished	
The Dance II student at the distinguished level demonstrates projection while performing.	Above Mastery The Dance II student at the above mastery level attempts projection while performing.
Mastery	The Dance II student at the mastery level demonstrates proper alignment, rhythm and timing at all times. The student demonstrates longer and more complex steps and patterns from several dance styles/traditions and performs them from
Partial Mastery	The Dance II student at the partial mastery level practices longer and more complex steps and patterns from several dance styles/traditions.
Novice	The Dance II student at the novice level demonstrates steps and patterns from several dance styles/traditions. The student articulates the importance of projection as it applies to dance.

			memory. The student reconstructs a dance phrase.	
Objectives	Students will			
D.O.LII.2.01	demonstrate correct <i>alignment</i> .			
D.O.LII.2.02	identify and demonstrate longer and more complex steps and patterns from several dance styles/traditions.			
D.O.LII.2.0	demonstrate <i>rhythm</i> and <i>timing</i> during movement.			
D.O.LII.2.04	modify the <i>dance concepts</i> to reconstruct a dance <i>phrase</i> .			
D.O.LII.2.05	articulate the importance of <i>projection</i> while performing dance skills.			
D.O.LII.2.06	demonstrate the ability to remember extended movement sequences.			

Level II	Dance			
Standard: 3	Healthful Living			
D.S.LII.3	Students will relate dance to physical health.			
Performance Descriptors D.PD.LII.3				
Distinguished				
The Dance II student at the distinguished level modifies personal health goals and lifestyle choices to organize a plan for life.	Above Mastery The Dance II student at the above mastery level will compare and contrast the perceptions of body image.	Mastery The Dance II student at the mastery level assesses and revises personal health goals. The student describes how specific lifestyle choices affect a dancer. The student researches the changing historical and cultural perceptions of body image.	Partial Mastery The Dance II student at the partial mastery level assesses personal health goals relating to dance. The student will describe specific lifestyle choices.	Novice The Dance II student at the novice level develops and writes personal health goals. The student applies health related concepts to dance and identifies how lifestyle choices affect the dancer.
Objectives	Students will			
D.O.LII.3.01	assess personal physical health goals in order to revise and refine.			
D.O.LII.3.02	describe how specific lifestyle choices affect the dancer.			
D.O.LII.3.03	research historical and cultural images of the body as it relates to dance.			

Level II	Dance			
Standard: 4	Cultures and Historical Periods			
D.S.LII.4	Students will examine and demonstrate dance from various cultures and historical periods			
Performance Descriptors D.PD.LII.4				
Distinguished				
The Dance II student at the distinguished level develops a presentation of dance and	Above Mastery The Dance II student at the above mastery level demonstrates a	Mastery The Dance II student at the mastery level differentiates between two or more	Partial Mastery The Dance II student at the partial mastery level demonstrates an	Novice The Dance II student at the novice level performs culturally diverse dances.

dancers prior to the twentieth century, demonstrating an understanding of similarities and differences between the culturally diverse forms of dance, as well as the traditions and techniques of recreational and aerobic forms of dance.	comprehensive understanding of dance and dancers throughout history and generalizes trends in culture and in dance.	culturally diverse forms of dance. Student examines and discusses the traditions and techniques of recreational and aerobic dance. The student researches and presents information about dance within the twentieth century. The student performs analysis of how dance and dancers are perceived in the contemporary media when compared to other time periods and cultures.	understanding of traditions and techniques of recreational and aerobic dance.	The student recognizes recreational and aerobic forms of dance.
Objectives	Students will			
D.O.LII.4.01	perform and differentiate between two or more culturally diverse dances.			
D.O.LII.4.02	examine and discuss the traditions and techniques of recreational and aerobic forms of dance.			
D.O.LII.4.03	answer questions about dance and dancers within the twentieth century.			
D.O.LII.4.04	research and analyze how dance and dancers are perceived in contemporary media when compared to other time periods and cultures.			

Level II	Dance			
Standard: 5	Critical and Creative Thinking Skills			
D.S.LII.5	Students will employ critical and creative thinking skills in dance			
Performance Descriptors D.PD.II.5				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance II student at the distinguished level revises the work of another student and justifies those revisions.	The Dance II student at the above mastery level summarizes the evaluations of their dance for the purpose of further revision.	The Dance II student at the mastery level creates and revises a dance and explains the impact of those revisions on the final product. The student formulates and applies aesthetic criteria in evaluating the student's own work and the work of others in a positive and constructive manner.	The Dance II student at the partial mastery level creates and revises a dance based on the aesthetic criteria.	The Dance II student at the novice level creates a dance. The student reviews a set of aesthetic criteria and questions applicable to the student work
Objectives	Students will			

D.O.LII.5.01	create a dance and revise it over time, explaining the revisions and their impact on the final product.
D.O.LII.5.02	apply <i>aesthetic criteria</i> to evaluate the student's own work and the work of others in a positive and constructive manner.
D.O.LII.5.03	formulate and answer <i>aesthetic questions</i> based on a performance

Level II	
Dance	
Standard: 6	
Choreography	
Students will understand and apply choreographic principles, processes and structures.	
Performance Descriptors D.PD.LII.6	
Distinguished	Above Mastery
The Dance II student in the distinguished level improvises a short dance containing five or more elements of choreography, at least three or more choreographic forms.	The Dance II student at the above mastery level creates and performs dance phrases containing three to five elements of choreography and three or more choreographic forms utilizing improvisation.
Mastery	The Dance II student at the mastery level creates and performs a dance phrase containing three to five elements of choreography and using one or more choreographic forms. The student employs improvisation to generate movement for choreography.
Partial Mastery	The Dance II student at the partial mastery level performs a dance phrase containing at least two elements of choreography and using one or more choreographic forms. The student improvises movements.
Novice	The Dance II student at the novice level practices elements of choreography and choreographic forms through the creation of a movement phrase. The student discusses improvisation as a way to generate movement for choreography.
Objectives	
Students will	
D.O.LII.6.01	create and perform a dance <i>phrase</i> containing three to five <i>elements of choreography</i> .
D.O.LII.6.02	create and perform a dance <i>phrase</i> using at least two <i>choreographic forms</i> .
D.O.LII.6.03	employ <i>improvisation</i> to generate movement for choreography.

Level II	
Dance	
Standard: 7	
Connections with Other Disciplines	
Students will connect dance to other disciplines.	
Performance Descriptors D.PD.LII.7	
Distinguished	Above Mastery
The Dance II student at the distinguished level evaluates and critiques the effectiveness of the interdisciplinary study/project and produces evidence to substantiate the findings.	The Dance II student at the above mastery level creates and presents an interdisciplinary project based on a theme identified by the student including dance and two other disciplines, using technology to reinforce, to enhance, or alter the dance idea.
Mastery	The Dance II student at the mastery level creates an interdisciplinary project based on a theme identified by the student including dance and two other disciplines, using technology to reinforce, to enhance, or alter the dance idea.
Partial Mastery	The Dance II student at the partial mastery level creates an interdisciplinary project based on a theme identified by the student including dance and one other discipline, using technology to reinforce, to enhance, or alter the dance idea.
Novice	The Dance II student at the novice level creates an interdisciplinary project based on a theme identified by the student including dance and one other discipline. The student discusses how technology could be used to reinforce,

	enhance, or alter the dance idea.	idea.	enhance, or alter the dance idea.
Objectives	Students will		
D.O.LI.7.01	create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines.		
D.O.LI.7.02	demonstrate how technology can be used to reinforce, enhance or alter the dance idea in an interdisciplinary project.		

Dance III

Level III	Dance			
Standard: 1	Communication			
D.S.I.III.1	Students will use dance as a way to create and communicate meaning.			
Performance Descriptors D.PD.I.III.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance III student at the distinguished level creates and performs a dance conveying a personal idea, belief or theme. The student will obtain and analyze feedback and revise the dance.	The Dance III student at the above master level creates and performs a dance conveying a personal idea, belief or theme. The student will obtain and analyze feedback on the interpretation of the dance.	The Dance III student at the mastery level creates and performs a dance conveying a personal idea, belief or theme. The student will obtain feedback on the interpretation of the dance.	The Dance III student at the partial mastery level creates a dance conveying a personal idea, belief or theme.	The Dance III student at the novice level understands that the interpretation of a dance, is influenced by the viewers prospective.
Objectives	Students will			
D.O.L.III.1.01	research and incorporate other viewpoints when creating dance to convey meaning.			
D.O.L.III.1.02	create and perform (in class) an individual dance conveying a personal experience, belief or theme.			

Level III	Dance			
Standard: 2	Movement, Elements and Skills			
D.S.I.III.2	Students will develop and practice movement elements in performing dance.			
Performance Descriptors D.PD.I.III.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance III student at the distinguished level self assesses and corrects techniques through extensive rehearsals. The student demonstrates clarity and stylistic nuance into performance.	The Dance III student at the above mastery level will focus on the use of clarity and stylistic nuance.	The Dance III student at the mastery level practices dance skills with consistent rhythm, timing, and projection. The student demonstrates an awareness of clarity and stylistic nuance. The student is able to self-assess dance skills and techniques.	The Dance III student at the partial mastery level will experiment with projection in dance skills and self-assess with assistance.	The Dance III student at the novice level will recognize the importance of self-evaluation in dance. The student will understand projection as applied to dance.
Objectives	Students will			
D.O.L.III.2.01	understand clarity and stylistic nuance.			
D.O.L.III.2.02	perform, consistently, <i>rhythm</i> and <i>timing</i> during a movement <i>phrase</i> or dance.			
D.O.L.III.2.03	model <i>projection</i> while performing.			
D.O.L.III.2.04	assess technique/skills through self-evaluation.			

Level III	Dance			
Standard: 3	Healthful Living			
D.S.LIII.3	Students will relate dance to physical health.			
Performance Descriptors D.PD.LIII.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance III student at the distinguished level implements a plan for life, based on personal health goals and lifestyles addressed within the class and defends its effectiveness.	The Dance III student at the above mastery level will further develop and show their plan for a healthy lifestyle.	The Dance III student at the mastery level modifies personal health goals and lifestyle choices to organize a plan for life. The student researches and discusses the challenges facing performers in maintaining healthy lifestyles and compares body images from a historical and cultural viewpoint to those in contemporary media.	The Dance III student at the partial mastery level understands that the personal health goals can be applied to a plan for life. The student researches the images of the body used in contemporary media. The student identifies the challenges facing performers in maintaining a healthy lifestyle.	The Dance III student at the novice level assesses and revises personal health goals. The student describes how specific lifestyle choices affect a dancer. The student researches the changing historical and cultural perceptions of body image
Objectives	Students will			
D.S.LIII.3.01	devise a plan to incorporate their personal health goals throughout life.			
D.S.LIII.3.02	research and discuss the challenges facing performers in maintaining healthy lifestyles.			
D.S.LIII.3.03	analyze historical and cultural images of the body in dance and compare these to the images of the body in contemporary media.			

Level III	Dance			
Standard: 4	Cultures and Historical Periods			
D.S.LIII.4	Students will examine and demonstrate dance from various cultures and historical periods.			
Performance Descriptors D.PD.LIII.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance III student at the distinguished level, after study of specific techniques involved, reconstructs or creates and performs a dance from one or more cultural and/or historical styles or time periods.	The Dance III student at the above mastery level, after study of specific techniques involved, reconstructs or creates a dance from one culture or historical style or time period.	The Dance III student at the mastery level examines different dances with respects to their historical/cultural/political contexts. Student examines and discusses the traditions and techniques of creative and concert dance. The student performs a dance	The Dance III student at the partial mastery level demonstrates an understanding of traditions and techniques of creative and concert dance.	The Dance III student at the novice level identifies the significance of a dance with respect to its historical/cultural/political contexts.

		displaying the traditions and techniques of a specific culture or historical period.	
Objectives	Students will		
D.O.L.III.4.01	compare and contrast the role and significance of dance in two different historical/cultural/political contexts.		
D.O.L.III.4.02	examine and discuss the traditions and techniques of <i>creative and concert forms</i> of dance		
D.O.L.III.4.03	perform a dance that displays the traditions and techniques of a specific culture or historical period.		

Level III Dance			
Standard: 5 Critical and Creative Thinking Skills			
D.S.L.III.5 Students will employ critical and creative thinking skills in dance			
Performance Descriptors D.PD.L.III.5			

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance III student at the distinguished level analyzes and concludes as to why and how ethnicity, gender, social/economic class, age and/or physical condition influences a choreographer's or dance company's style and/or philosophy.	The Dance III student at the above mastery level identifies and distinguishes the uniqueness of various choreographers' or dance companies styles.	The Dance III student at the mastery level researches and discusses how skills developed in dance are applicable to a variety of careers both in and out of the dance field. The student researches and analyzes the styles of several choreographers or dance companies and discusses issues of ethnicity, gender, social/economic class, age and/or physical condition as it relates to dance.	The Dance III student at the partial mastery level researches how skills developed in dance are applicable to a variety of careers. The student researches the styles of several choreographers or dance companies.	The Dance III student at the novice level recognizes that skills developed in dance are applicable to a variety of careers. The student researches the style of one choreographer or dance company.

Objectives	Students will			
D.O.L.III.5.01	discuss and research how skills developed in dance are applicable to a variety of careers (e.g., sports, modeling, secretary, therapist).			
D.O.L.III.5.02	research and analyze the styles of several choreographers or dance companies.			
D.O.L.III.5.03	research and discuss issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance.			

Level III Dance				
Standard: 6 Choreography				
D.S.L.III.6 Students will understand and apply choreographic principles, processes and structures.				
Performance Descriptors D.PD.L.III.6				

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance III student at the distinguished level compares and contrasts his/her own creative process of choreography with that of another choreographer.	The Dance III student at the above mastery level articulates the creative process used in the creation of a small group dance.	The Dance III student at the mastery level applies choreographic principles in creating a small group dance with coherence and aesthetic unity. The student will analyze the creative process of choreographers.	The Dance III student at the partial mastery level demonstrates choreographic principles in creating a small group dance with coherence and aesthetic unity. The student will research the creative process of choreographers.	The Dance III student at the novice level has knowledge of coherence and aesthetic unity and demonstrates this through the creation of dance phrases.
Objectives	Students will			
D.O.LIII.6.01	apply choreographic principles in creating a small group dance with coherence and aesthetic unity.			
D.O.LIII.6.02	research and analyze the creative process of choreographers (e.g., video biographies, interviews).			

Level III				
Dance				
Connections with Other Disciplines				
Standard: 7				
D.S.LIII.7				
Performance Descriptors D.PD.LIII.7				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance III student at the distinguished level presents specific evidence demonstrating the artistic/cultural/historical characteristics that the two artworks share which link them to the same context or time period.	The Dance III student at the above mastery level researches and concludes that specific artistic/cultural/historical characteristics that the two artworks link them to the same context or time period.	The Dance III student at the mastery level researches one choreographic work and one other artwork from the same culture and/or time period, and examines how those works reflect the artistic/cultural/historical context of the period. The student researches an interdisciplinary project using media technologies that present dance in a new or enhanced form.	The Dance III student at the partial mastery level researches to find one choreographic work and one other artwork from the same culture and/or time period. The student examines an interdisciplinary project using media technology that presents dance in a new or enhanced form.	The Dance III student at the novice level compares one choreographic work and one other artwork from the same culture and/or time period, and discusses how those works reflect the artistic/cultural/historical context of the period.
Objectives	Students will			
D.O.LIII.7.01	research one choreographic work and one other artwork from the same culture and time period and examine how those works reflect the artistic/cultural/historical context of the time period.			
D.O.LIII.7.02	research an interdisciplinary project using media technologies that present dance in a new or enhanced form.			

Dance IV

Level IV		Dance	
Standard: 1 Communication			
D.S.LIV.1 Students will use dance as a way to create and communicate meaning.			
Performance Descriptors D.PD.LIV.1			
Distinguished	Above Mastery	Mastery	Partial Mastery
The Dance IV student at the distinguished level creates and performs, in public, a dance conveying a personal idea, belief or theme. The student will revise the dance based upon their analysis of audience feedback.	The Dance IV student at the above mastery level creates performs, in public, a dance conveying a personal idea, belief or theme. The student obtains and analyzes audience feedback. Should it be creates and performs.	The Dance IV student at the mastery level creates and performs, in public, a dance based on a personal idea, belief or theme.	The Dance IV student at the partial mastery level creates a dance that conveys meaning based on a personal idea, belief or theme.
Novice			
The Dance IV student at the novice level creates movement phrases that convey meaning based on a personal idea, belief or theme.			
Objectives Students will create and perform (for a public audience) an individual dance conveying a personal experience, belief or theme.			
D.O.LIV.1.01			

Level IV		Dance	
Standard: 2 Movement, Elements and Skills			
D.S.LIV.2 Students will develop and practice movement elements in performing dance.			
Performance Descriptors D.PD.LIV.2			
Distinguished	Above Mastery	Mastery	Partial Mastery
The Dance IV student at the distinguished level will validate his/her self-assessment and judge their dance technique/skills.	The Dance IV student at the above mastery level will summarize the refinements and alterations made to the dance technique/skills.	The Dance IV student at the mastery level demonstrates a consistency and reliability in performing dance skills maintaining clarity and stylistic nuance through performance. In preparation for performance, the student uses self-assessment to refine techniques/skills.	The Dance IV student at the partial mastery level will self-assess dance techniques/skills to focus on clarity and stylistic nuance.
Novice			
The Dance IV student at the novice level practices dance skills with consistent rhythm, timing, and projection. The student demonstrates an awareness of clarity and stylistic nuance. The student is able to self-assess dance skills and techniques.			
Objectives Students will perform dance skills, demonstrating reliability, consistency, clarity and stylistic nuance.			
D.O.LIV.2.01			
D.O.LIV.2.02 refine technique/skills through self-evaluation and correction			

Level IV	Dance						
Standard: 3	Healthful Living						
D.S.LIV.3	Students will relate dance to physical health.						
Performance Descriptors D.PD.LIV.3							
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice			
The Dance IV student at the distinguished level designs and develops a personal lifestyle plan that will help the student achieve success in a dance career.	The Dance IV student at the above mastery level researches analyzes and formally presenting the professional performer's challenges in maintaining a healthy lifestyle and its relationship to career success.	The Dance IV student at the mastery level researches and analyzes professional performer's challenge in maintaining a healthy lifestyle. The student will devise a plan to assist in preparation for a career in dance.	The Dance IV student at the partial mastery level researches a professional performer's challenge in maintaining a healthy lifestyle.	The Dance IV student at the novice level discusses the professional performer's challenge in maintaining a healthy lifestyle.			
Objectives	Students will						
D.O.LIV.3.01	devise a plan to assist in preparation for a career in dance.						
D.O.LIV.3.02	research and analyze the challenges facing professional performer's in maintaining a healthy lifestyle.						

Level IV	Dance						
Standard: 4	Cultures and Historical Periods						
D.S.LIV.4	Students will examine and demonstrate dance from various cultures and historical periods						
Performance Descriptors D.PD.LIV.4							
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice			
The Dance IV student at the distinguished performs, for the public, a dance that illustrates an historical/cultural/political event in a relevant and contemporary manner.	The Dance IV student at the above mastery level modifies a dance that illustrates an historical/cultural/political event and makes it relevant and contemporary.	The Dance IV student at the mastery level creates a time line illustrating important dance events throughout history, placing them in their cultural and political contexts. The student performs multiple dances in illustrating dance forms in their historical/cultural/political contexts.	The Dance IV student at the partial mastery level graphs important dance events sequentially. Student recalls dance forms and techniques and applies them to practice.	The Dance IV student at the novice level points out the important dance events throughout history. The student performs a dance that illustrates different historical/cultural/political contexts			
Objectives	Students will						
D.O.LIV.4.01	perform techniques of various dance forms.						
D.O.LIV.4.02	research and create a time line illustrating important dance events placing them in their cultural/historical/political contexts.						
D.O.LIV.4.03	perform dances illustrating different historical/cultural/political contexts.						

Level IV Dance				
Standard: 5 Critical and Creative Thinking Skills				
D.S.LIV.5 Students will employ critical and creative thinking skills in dance				
Performance Descriptors D.PD.LIV.5				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance IV student at the distinguished level analyzes the style of a choreographer or cultural form, then creates and performs, for the public, a dance in that style.	The Dance IV student at the above mastery level analyzes the style of a choreographer or cultural form, then creates and performs a dance in that style.	The Dance IV student at the mastery level transfers knowledge of how skills developed in dance enhance present and future personal goals. The student analyzes the role of ethnicity, gender, social/economic class, age and/or physical condition issues in reaching those goals. The student analyzes the style of a choreographer or cultural form, and then creates a dance in that style.	The Dance IV student at the partial mastery level explains how skills developed in dance enhance present and future personal goals. The student recognizes that issues of ethnicity, gender, social/economic class, gender, age and or physical condition will have effects on dance, in both art and life.	The Dance IV student at the novice level identifies the skills developed in dance that enhance present or future personal goals. The student performs a dance in the specific style of a choreographer or cultural form.
Objectives				
Students will				
D.O.LIV.5.01	transfer how skills developed in dance to enhance present and future personal goals.			
D.O.LIV.5.02	analyze the style of a choreographer or cultural form and create a dance in that style.			
D.O.LIV.5.03	analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance and determine how these issues affect the art.			

Level IV Dance				
Standard: 6 Choreography				
D.S.LIV.6 Students will understand and apply choreographic principles, processes and structures.				
Performance Descriptors D.PD.LIV.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance IV student at the distinguished level publicly performs a dance in a small group. The student self-assesses his/her choreographic contribution	The Dance IV student at the above mastery level critiques the dance performance to assess coherence and aesthetic unity. The student will use	The Dance IV student at the mastery level creates and performs, with coherence and aesthetic unity, a dance in a small group. The student summarizes the	The Dance IV student at the partial mastery level creates a dance in a small group, demonstrating an awareness of coherence and aesthetic unity. The	The Dance IV student at the novice level creates a dance in a small group. The student recognizes the creative process used in choreographing the

to the performance.	the assessment to revise and refine the choreography for public performance.	creative process used in choreographing the student's own dance phrase.	student outlines the creative process used in choreographing the student's own dance phrase	student's own dance phrase.
Objectives	Students will			
D.O.LIV.6.01	create and perform, in small groups, a dance with coherence and aesthetic unity.			
D.O.LIV.6.02	summarize their own creative process used in choreographing a dance phrase.			

Level IV	Dance			
Standard: 7	Connections with Other Disciplines			
D.S.LIV.7	Students will connect dance to other disciplines.			
Performance Descriptors D.PD.LIV.7				

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance IV student at the distinguished level creates and publicly presents an interdisciplinary project which is relevant to their community, using media technologies that present dance in a new or enhanced form.	The Dance IV student at the above mastery level creates and presents an interdisciplinary project using media technologies that present dance in a new or enhanced form.	The Dance IV student at the mastery level compares and contrasts one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context of that same period. The student creates an interdisciplinary project using media technologies that present dance in a new or enhanced form.	The Dance IV student at the partial mastery level describes the characteristics of a particular choreographic work and one other artwork, in terms of characteristics as they pertain to the time period or culture they represent.	The Dance IV student at the novice level identifies the characteristics that place a certain choreographic work and one other artwork within a specific culture or time period.

Objectives	Students will			
D.O.LIV.7.01	compare and contrast one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context of that same period.			
D.O.LIV.7.02	create an interdisciplinary project using media technologies that present dance in a new or enhanced form.			

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT State Board Policy 2520.9: 21st Century Dance Content Standards and Objectives FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. ESTIMATED TOTAL REVENUES	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

12/8/2006

West Virginia Department of Education

Original Fiscal Note Signed by: Steven L. Paine

**Policy 2520.09: 21ST CENTURY DANCE CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS**

Comment Log

Comment Period: January 12, 2007 – February 12, 2007

Action
 N: No Response
 NA: Not Accepted
 A: Accepted

Type
 - Negative
 + Positive
 o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
Posted Feb. 10, 2007 15:59:02	Harry Rich, Music Prof. <i>Emeritus</i> / Glenville State College	Comments for section 126-44J of Policy 2520.10 addressing Theatre and Dance Theater and Dance--another fine looking thing on paper but taught in an appalingly great many case by people not at all competent in either discipline. People all to often are put in those positions to satisfy a "paper" requirement.	NA/0	This comment on theatre and dance curriculum actually was addressed to the music policy (2520.10) and pertains to teacher certification – an issue addressed by Policy 5202.

Julia Lee

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Sunday, February 11, 2007 7:15 PM
To: Julia Lee
Subject: FW: Comment Received for Policy 2520.10 (2007-02-10 15:59:02)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Saturday, February 10, 2007 3:59 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.10 (2007-02-10 15:59:02)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=792c7b16c44fb275ca2b33b7936278cf>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.10

#

Name: Harry Rich
Organization: Music Prof. emeritus, Glenville St. Col.
Email: glenvillerich@verizon.net
Title: retired
Address1: 957L Mineral Road,
Address2:
City/State/Zip: Glenville, WV 26351
Role: Teacher
Posted: 2007-02-10 15:59:02
Posted from IP: 151.205.33.152

Comments for section 126-44J-1 General

Comments for section 126-44J-2 Purpose

Comments for section 126-44J-3 Incorporation by References

Comments for section 126-44J-4 Summary of the Content Standards and Objectives

Comments for section 126-44J 21 Century Music Education Content Standards
and Objectives for West Virginia Schools

I have watched over the past years with onslaught of School-To-Work and Block Scheduling the almost complete demise of viable ensemble music programs in a great many of the secondary public schools of W.Va., most especially in the rural sector. All the "standards" on earth can be adopted for music from the state depart. of ed. but when the prevailing system is block scheduling, music is simply scheduled out of the realm of possibility for many, many public school students. Viable band and choir programs simply do not exist except on paper. Block scheduling can also not be defended academically. The percentage of students having to take remedial course work when they enter college has increased over the past 10/12 years to an appalling level. These are not all "dumb" kids. These are students who have lost, due to block scheduling, 17 school days a year for every course they have taken under this system. Student's whose teachers are incapable of teaching the full 90 minutes, stu!

Students who do their "homework" in the remaining 45 minutes that the teacher does not teach. Music used to be an area where, by and large, the smartest students in a school gravitated, a place where students at academic risk were, many times, given a purpose and a focus to improve. And in its place we have a system that has produced a very questionable academic record. Theater and Dance--another fine looking thing on paper but taught in an appallingly great many cases by people not at all competent in either discipline. People all too often are put in those positions to satisfy a "paper" requirement. When somebody at the state level has the power and the guts to decree that these many schools go off block and back to a 7 or 8 period day where music is again an integral part of the secondary school program, and students regain the 17 school days per course that they have lost to this system, possibly your "standards" will have meaning and purpose. In the meanwhile you can stay in!

your offices, look at those impressive standards, ON PAPER, and
d sleep
well at night.