

**WEST VIRGINIA
SECRETARY OF STATE**

JOE MANCHIN III

ADMINISTRATIVE LAW DIVISION

Form #5

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2003 MAY -8 P 2: 06

OFFICE WEST VIRGINIA
SECRETARY OF STATE

**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 _____ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

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

TITLE OF RULE BEING PROPOSED: Dance Content Standards and Objectives
for West Virginia Schools (2520.9)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 1, 2003.



Steven L. Paine
Deputy State Superintendent of Schools

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EXECUTIVE SUMMARY

POLICY 2520.9
DANCE CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS

Date to become effective: July 1, 2003

Background:

Policy 2520 defines the content standards and objectives for dance as required by Policy 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.

Purpose:

The purpose of this Board item is to seek approval for Policy 2520.9 as it has been revised in response to comments received.

Summary of Comments:

The inclusion of a glossary was suggested as well as an instructional component. One minor revision in a performance descriptor's wording was required by the writing committee.

Summary of Revisions:

No major revisions were required. A glossary and instructional component are not considered part of the policy, and therefore are not included. However, committee members are developing a glossary to be included in the professional development (instructional component piece) for dance teachers when the new content standards and objectives are introduced.

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TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

2003 MAY -8 P 2: 06

OFFICE WEST VIRGINIA
SECRETARY OF STATE

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

§126-44I-1. General.

1.1. Scope. West Virginia Board of Education Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system 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. May 8, 2003.

1.4. Effective Date. July 1, 2003.

1.5. Repeal of Former Rule. None. This is a new rule.

§126-44I-2. Purpose.

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

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

3.1. A copy of Dance Content Standards and Objectives 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 Instructional Services.

§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 education 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 include content standards for K-12 dance, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

Foreword

The West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.9: Dance Content Standards and Objectives for West Virginia Schools.

Committees of educators from across the state gathered to work on curriculum refinement. The committees incorporated content based on the most current research, national standards and best teaching practices in the field. Primary issues that have been addressed in the current revision work are building a rigorous and challenging curriculum, ensuring a curriculum that is accessible to every student, and designing a format that can easily be used and understood.

West Virginia educators have played a key role in shaping the content standards. Their contribution was critical in creating a policy that is meaningful for the classroom.

A primary change in Policy 2520.9 is that the content area begins with a set of content standards. Grade-level objectives are then organized under the standards, so that the focus stays on helping students achieve the comprehensive goals, not just mastering the incremental steps. The objectives (those incremental steps) are still there — curriculum committees worked very hard to consolidate, delete, sequence, and clarify them as needed to produce a picture of the curriculum that is clear in its intent and manageable in its implementation.

Another change is the addition of performance descriptors. Performance descriptors answer the question "How well does the student perform on the content standards at any given grade level?" (See "Explanation of Terms" section for further discussion of this topic.)

The content standards, objectives and performance descriptors combine to give teachers a powerful resource for planning instruction. The sequencing of the grade level objectives and the levels of performance descriptors acknowledge that students acquire skills and knowledge in increments and at different rates. The focus throughout the document remains on achieving at a high level and on offering all students in West Virginia rigor and challenge.



David Stewart
State Superintendent of Schools

200304 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. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. A general description of each of these categories is listed below:

- **Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level expectations.
- **Above Mastery:** A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. 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 three parts, each part separated by a period:

- The content area code (e.g., D for Dance);
- The letter S, for Standard; and
- The standard number.

Illustration: D.S.1 refers to Dance content standard #1.

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Numbering of Objectives

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

- The content area code or course code (e.g., D for Dance);
- The grade level (Exceptions are high school, dance courses which use no grade designation);
- The number of the content standard addressed; and
- The objective number.

Illustration: D4.2.3 refers to a Dance fourth grade objective that addresses standard #2 in Dance, and that is the third 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 or course code;
- The letters PD, for Performance Descriptors;
- The grade level (See exceptions noted above for grade level under numbering of objectives); and
- The standard number.

Illustration: D3.PD.5 refers to Dance performance descriptors for third grade, content standard 5.

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 2520.9 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 2520.9 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 2520.9 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.9 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.9 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 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 performance descriptors for fourth grade dance, standard #2 will be "200304.D.PD.4.2".

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Abbreviations

	Content Area
D	Dance

Other Abbreviations

PD	Performance Descriptors
S	Standard (Content Standard)

DANCE – POLICY 2520.9

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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 disciplines. As students learn and share dances from their own communities and other cultures, they gain skills and knowledge that will prepare them to participate in an increasingly diverse society, as a performer or observer, with a better appreciation of "the art of dance." 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 advanced skills in dance, choreography, critical and creative thinking.

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 K-12

Standard 1: Communication (D.S.1)

Students will understand dance as a way to create and communicate meaning.

Standard 2: Movement, Elements and Skills (D.S.2)

Students will identify and demonstrate movement elements and skills in performing dance.

Standard 3: Healthful Living (D.S.3)

Students will make connections between dance and healthful living.

Standard 4: Cultures and Historical Periods (D.S.4)

Students will demonstrate and understand dance in various cultures and historical periods.

Standard 5: Critical and Creative Thinking Skills (D.S.5)

Students will apply and demonstrate critical and creative thinking skills in dance.

Standard 6: Choreography (D.S.6)

Students will understand choreographic principles, processes and structures.

Standard 7: Connections with Other Disciplines (D.S.7)

Students will make connections between dance and other disciplines.

Dance I

Dance I will focus on dance as an effective means of communication and healthful living. In addition, the basic elements of dance will be identified and demonstrated.

Standard 1: Communication (D.S.1)

Students will understand dance as a way to create and communicate meaning.

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Communication Objectives

Students will:

- D1.1.1 observe and experiment through movement how personal experience influences the individual interpretation of a concept.
- D1.1.2 explore, improvise and communicate abstract ideas through movement.
- D1.1.3 explore and communicate the *distinguishing moment* when movement becomes dance (when movement takes on purpose and intent it becomes dance).
- D1.1.4 improvise a movement phrase that effectively communicates a contemporary social theme (e.g., homelessness, relationships, peer pressure).

Performance Descriptors (D1.PD.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standards in communication objectives. The Dance I student performing on the distinguished level effectively improvises an abstraction of a social theme in a movement phrase that demonstrates dance as a means of communication. The student makes an emotional and intellectual connection with the audience as well as analyzes and concludes when movement becomes dance.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in communication objectives. The Dance I student performing at the above mastery level effectively improvises an abstraction of a social theme in a movement phrase that demonstrates dance as a means of communication. The student makes an emotional connection with the audience.

- **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standard in communication objectives. The Dance I student at the mastery level effectively improvises an abstraction of a social theme in a movement phrase that demonstrates dance as a means of communication.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in communication objectives. Performance needs further development. The Dance I student at the partial mastery level demonstrates a movement phrase that communicates an idea or a concept.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performances in communication objectives. Performance needs considerable development. The Dance I student at the novice level recognizes that dance is a means of communication.

Standard 2: Movement, Elements and Skills (D.S.2)

Students will identify and demonstrate movement elements and skills in performing dance.

Movement, Elements and Skills Objectives

Students will:

- D1.2.1 identify, practice and review appropriate alignment, strength, flexibility, agility and coordination in locomotor and nonlocomotor/axial movements.
- D1.2.2 identify and practice steps and patterns from two different dance styles/traditions.
- D1.2.3 develop rhythmic acuity.
- D1.2.4 introduce and demonstrate the various movement elements (e.g., swinging, sustained, percussive).
- D1.2.5 perform combinations and variations of dance elements in a broad dynamic range (e.g., Forceful, lyrical).
- D1.2.6 develop an awareness of the importance of projection and apply to dance performances.
- D1.2.7 practice extended movement sequences.

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Performance Descriptors (D1.PD.2)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standards in movement, elements and skills objectives. The Dance I student performing at the distinguished level demonstrates appropriate alignment, strength, flexibility, agility and coordination through the performance of combinations and variations in three or more dance styles/traditions. The student performs extended movement sequences, with rhythmic acuity, consistently demonstrating broad dynamic range and projection.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in movement, elements and skills objectives. The Dance I student at the above mastery level demonstrates appropriate alignment, strength, flexibility, agility and coordination through the performance of combinations and variations in two or more dance styles/traditions. The student demonstrates, with rhythmic acuity, the movement elements in broad dynamic ranges, demonstrating the ability to apply projection.
- **Mastery**
The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standard in movement, element and skills objectives. The Dance I student at the mastery level demonstrates appropriate alignment, strength, flexibility, agility, and coordination through the performance of combinations and variations in two dance styles/traditions. The student demonstrates, with rhythmic acuity, the movement elements in broad ranges with an awareness of projection.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and /or omissions in movement, elements and skills objectives. Performance needs further development. The Dance I student at the partial mastery level identifies and practices appropriate alignment, flexibility and coordination in the various movement elements. The student defines and identifies movement elements in broad dynamic ranges.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement, elements and skills objectives. Performance needs considerable development. The Dance I student at the novice level identifies appropriate alignment, strength, flexibility and coordination in the various movement elements.

Standard 3: Healthful Living (D.S.3)

Students will make connections between dance and healthful living.

Healthful Living Objectives

Students will:

- D1.3.1 develop and write personal health goals relating to the study of dance.
- D1.3.2 identify how lifestyle choices affect the dancer.
- D1.3.3 research historical and cultural perception of body image as it relates to dance.

Performance Descriptors (D1.PD.3)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in healthful living objectives. The Dance I student at the distinguished level develops and writes personal health goals relating to the study of dance, and analyzes how lifestyle choices affect a dancer's ability to be successful. The student compares and contrasts, based on research, the changes in historical and cultural perceptions of body image.

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■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in healthful living objectives. The Dance I student at the above mastery level develops and writes personal health goals relating to the study of dance and identifies how lifestyle choices affect the dancer's ability to be successful. The student demonstrates an understanding, based on research, of changing historical and cultural perceptions of body image.

■ **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standard in healthful living objectives. The Dance I student at the mastery level develops and writes personal health goals relating to the study of dance and identifies how lifestyle choices affect the dancer. The student researches the historical and cultural perception of body image as it relates to dance.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in healthful living. Performance needs further development. The Dance I student at the partial mastery level develops and writes personal health goals and identifies how lifestyle choices affect the dancer.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in healthful living objectives. Performance needs considerable development. The Dance I student at the novice level develops and writes personal health goals.

Standard 4: Cultures and Historical Periods (D.S.4)

Students will demonstrate and understand dance in various cultures and historical periods.

Cultures and Historical Periods Objectives

Students will:

- D1.4.1 explore and discuss similarities and differences between two or more culturally diverse forms of dance.
- D1.4.2 define the traditions and techniques of classical and theatrical dance forms.
- D1.4.3 research and answer ten or more prepared questions about dance and dancers prior to the twentieth century.
- D1.4.4 research and discuss dance and dancers as perceived in contemporary media when compared to other time periods and cultures.

Performance Descriptors (D1.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in cultures and historical period objectives. The Dance I student at the distinguished level compares and contrasts similarities and differences between two or more culturally diverse forms of dance, as well as, identifies and illustrates the traditions and techniques of classical and theatrical dance forms. The student researches, discusses and demonstrates dance and dancers prior to the twentieth century and then analyzes how dance and dancers are perceived in the contemporary media when compared to other time periods and cultures.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in cultures and historical period objectives. The Dance I student at the above mastery level demonstrates similarities and differences between two or more culturally diverse forms of dance as well as the traditions and techniques of classical and theatrical dance forms. The student researches and discusses dance and dancers prior to the twentieth century and then explains how dance and dancers are perceived in the contemporary media when compared to the other time periods and cultures.

- **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standard in cultural and historical period objectives. The Dance I student at the mastery level explores and discusses the similarities and differences between two or more culturally diverse forms of dance as well as the traditions and techniques of classical and theatrical dance forms. The student researches and discusses dance and dancers prior to the twentieth century and then explains how dance and dancers are perceived in the contemporary media when compared to other time periods and cultures.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in cultural and historical period objectives. Performance needs further development. The Dance I student at the partial mastery level explores and discusses the similarities and differences between two or more culturally diverse forms of dance as well as the traditions and techniques of classical and theatrical dance forms.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in cultural and historical period objectives. Performance needs considerable development. The Dance I student performing at the novice level identifies similarities and differences between two or more culturally diverse forms of dance. The student identifies similarities and differences between two or more culturally diverse forms of dance.

Standard 5: Critical and Creative Thinking Skills (D.S.5)

Students will apply and demonstrate critical and creative thinking skills in dance.

Critical and Creative Thinking Skills Objectives

Students will:

D1.5.1 create a series of mini-dance pieces and revise them over time.

D1.5.2 establish a set of aesthetic criteria and apply it in evaluating the student's work.

D1.5.3 answer aesthetic questions (e.g., What did I see? What do I feel about what I saw? What questions do I have about what I saw?) in a group setting.

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Performance Descriptors (D1.PD.5)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in critical and creative thinking skills objectives. The Dance I student at the distinguished level creates, revises, and demonstrates a series of mini-dance pieces based on a single theme. In addition, the student establishes and applies a set of aesthetic criteria and questions for the purpose of evaluating student work.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in critical and creative thinking skills objectives. The Dance I student at the above mastery level creates, revises and demonstrates a series of mini-dance pieces over a period of time. In addition, the student establishes and applies a set of aesthetic criteria and questions for the purpose of evaluating student work.

■ Mastery

The student demonstrates fundamental course level knowledge and skill by showing consistent and accurate academic performance that meets the standard in critical and creative thinking skills objectives. The Dance I student at the mastery level creates and revises a series of mini-dance pieces over a period of time. In addition, the student establishes and applies a set of aesthetic criteria and questions for the purpose of evaluating student work.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in critical and creative thinking skills objectives. Performance needs further development. The Dance I student at the partial mastery level creates a series of mini-dance pieces and establishes a set of aesthetic criteria and questions applicable to the student work.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in critical and creative thinking skills objectives. Performance needs considerable development. The Dance I student at the novice level creates a mini-dance piece over a period of time.

Standard 6: Choreography (D.S.6)

Students will understand choreographic principles, processes and structures.

Choreography Objectives

Students will:

D1.6.1 define and practice elements of choreography. (e.g., levels, space, time and force).

D1.6.2 define and practice structures and forms (e.g., palindrome, theme and variations, rondo, round, contemporary forms) through the creation of a movement phrase.

D1.6.3 explore improvisation as a way to generate movement for choreography.

Performance Descriptors (D1.PD.6)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in choreography objectives. The Dance I student at the distinguished level defines and practices elements of choreography, structures and forms through the creation of a variety of movement phrases. The student explores and demonstrates improvisation as a way to generate movement for choreography.

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- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in choreography objectives. The Dance I student at the above mastery level defines and practices elements of choreography, structures and forms through the creation of a movement phrase. The student explores and demonstrates improvisation as a way to generate movement for choreography.
- **Mastery**
The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standard in choreography objectives. The Dance I student at the mastery level defines and practices elements of choreography structures and forms through the creation of a movement phrase. The student explores improvisation as a way to generate movement for choreography.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in choreography objectives. Performance needs further development. The Dance I student at the partial mastery level identifies, defines and practices the elements of choreography.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in choreography objectives. Performance needs considerable development. The Dance I student at the novice level identifies the elements of choreography.

Standard 7: Connections with Other Disciplines (D.S.7)

Students will make connections between dance and other disciplines.

Connections with Other Disciplines Objectives

Students will:

- D1.7.1 create a group interdisciplinary project based on a theme identified by the group including dance and two other disciplines.
- D1.7.2 discuss how technology can be used to reinforce, enhance or alter the dance idea in an interdisciplinary project.

Performance Descriptors (D1.PD.7)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in connections with other disciplines objectives. The Dance I student at the distinguished level creates and demonstrates a group interdisciplinary project based on an abstract theme identified by the group including dance and three other disciplines, using technology to modify and enhance the dance idea in this interdisciplinary project.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in connections with other disciplines objectives. The Dance I student at the above mastery level creates a group interdisciplinary project based on an abstract theme identified by the group including dance and two other disciplines, using technology to modify and enhance the dance idea in this interdisciplinary project.

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■ **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standard in connections with other disciplines objectives. The Dance I student at the mastery level creates a group interdisciplinary project based on a theme identified by the group including dance and two other disciplines, using technology to reinforce, enhance, or alter the dance idea in this interdisciplinary project.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in connections with other disciplines objectives. The Dance I student at the partial mastery level examines a group interdisciplinary project based on a theme identified by the group including dance and one other discipline, and discusses how technology could be used to enhance the project.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in connections with other disciplines objectives. Performance needs considerable development. The Dance I student at the novice level identifies a group interdisciplinary project based on a theme using technology.

Dance II

Dance II students will concentrate on comparing and contrasting dances of various cultures and historical periods as well as applying and demonstrating critical and creative thinking skills in dance. Emphasis will be placed on dance as a means of developing and maintaining a healthy lifestyle.

Standard 1: Communication (D.S.1)

Students will understand dance as a way to create and communicate meaning.

Communication Objectives

Students will:

- D2.1.1 demonstrate appropriate understanding of how personal experience influences the interpretation of a dance.
- D2.1.2 use improvisation to structure and communicate abstract ideas.
- D2.1.3 formulate and answer questions about how movement choices communicate abstract ideas in dance.
- D2.1.4 in a small group, create a dance that effectively communicates a contemporary social theme.

Performance Descriptors (D2.PD.1)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in communication objectives. The Dance II student at the distinguished level creates a dance, in a small group, using improvisation to structure and to effectively communicate abstract ideas within a contemporary social theme. The student analyzes the effectiveness of the communication and relates the findings in a written or oral presentation.

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■ Above Mastery

The student demonstrates competent and proficient performance and shows as thorough and effective application of knowledge and skills that exceeds the standard in communication objectives. The Dance II student at the above mastery level creates a dance, in a small group, using improvisation to structure and to effectively communicate abstract ideas within a contemporary social theme. The student then uses and applies the questions and answers developed at the mastery level in the evaluation of the communication effectiveness.

■ Mastery

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standard in communication objectives. The Dance II student in the mastery level creates a dance, in a small group, using improvisation to structure and to effectively communicate abstract ideas within a contemporary social theme. The student formulates and answers questions about how personal experience and movement choices influence interpretation of abstract ideas in dance.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in communication objectives. Performance needs further development. The Dance II student at the partial mastery level creates a dance, in a small group, using improvisation to structure and to effectively communicate a contemporary social theme. The student discusses questions about how personal experience and movement choices influence interpretation of themes in dance.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in communication objectives. Performance needs considerable development. The Dance II student at the novice level creates a dance, in a small group, using improvisation to communicate a contemporary theme.

Standard 2: Movement, Elements and Skills (D.S.2)

Students will identify and demonstrate movement elements and skills in performing dance.

Movement, Elements and Skills Objectives

Students will:

- D2.2.1 demonstrate appropriate skeletal alignment, isolation of body parts, strength, flexibility, agility and coordination in locomotor and nonlocomotor/axial movements.
- D2.2.2 identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions.
- D2.2.3 demonstrate rhythmic precision.
- D2.2.4 create a dance phrase using the various movement elements.
- D2.2.5 create combinations and variations of dance elements in a broad dynamic range.
- D2.2.6 demonstrate projection while performing dance skills.
- D2.2.7 demonstrate the ability to remember extended movement sequences.

Performance Descriptors (D2.PD.2)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in movement, elements and skills objectives. The Dance II student creates two dance phrases incorporating various movement elements and broad dynamic ranges while exhibiting projection skills. In addition, the student chooses one dance style/tradition and creates a dance phrase using the specific movement elements and appropriate step patterns characterized by the chosen style/tradition.

■ Above Mastery

The student demonstrates competent and proficient performance and shows as thorough and effective application of knowledge and skills that exceeds the standard in movement, elements and skills objectives. The Dance II student at the above mastery level creates a dance phrase using the various movement elements, including body isolations, in a broad dynamic range with effective

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projection and rhythmic acuity. The student compares and contrasts extended and complex steps and patterns from two different dance style/traditions.

- **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standard in movement, elements and skills objectives. The Dance II student at the mastery level creates a dance phrase using the various movement elements, including body isolations, in a broad dynamic range with effective projection. The student identifies and demonstrates extended and complex steps and patterns from two different dance styles/traditions with rhythmic acuity.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in movement, elements and skills objectives. Performance needs further development. The Dance II student at the partial mastery level demonstrates appropriate alignment, strength, flexibility, agility, and coordination through the performance of combinations and variations in two dance styles/traditions. The student demonstrates, with rhythmic acuity, the movement elements in broad dynamic ranges with the ability to apply projection.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement, elements and skills objectives. Performance needs considerable development. The Dance II student at the novice level demonstrates appropriate alignment, strength, flexibility, and coordination through the performance of combinations and variations in a dance style/tradition.

Standard 3: Healthful Living (D.S.3)

Students will make connections between dance and healthful living.

Healthful Living Objectives

Students will:

- D2.3.1 reflect upon the student's own progress and personal growth during the study of dance.
- D2.3.2 effectively communicate how lifestyle choices affect the dancer. (e.g., role play, case study, skits.)
- D2.3.3 analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media.

Performance Descriptors (D2.PD.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in healthful living objectives. The Dance II student at the distinguished level evaluates his/her progress and personal growth based on his/her journal findings, and analyzes the results in order to design a personal growth plan.

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■ Above Mastery

The student demonstrates competent and proficient performance and shows as thorough and effective application of knowledge and skills that exceeds the standard in healthful living objectives. The Dance II student at the above mastery level compares and contrasts historical and cultural images of the body in dance as compared to images in contemporary media.

■ Mastery

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standard in healthful living objectives. The Dance II student at the mastery level creates a personal growth journal that charts the student's own progress, communicates how lifestyle choices affect the dancer, and analyzes historical and cultural images of the body in dance as compared to images in contemporary media.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in healthful living objectives. Performance needs further development. The Dance II student at the partial mastery level develops and writes personal health goals relating to the study of dance, and identifies how lifestyle choices affect the dancer. The student demonstrates understanding, based on research, of changing historical and cultural perceptions of body image.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in healthful living objectives. Performance needs considerable development. The Dance II student at the novice level develops and writes personal health goals relating to the study of dance, researches historical and cultural perceptions of body images and identifies how lifestyle choices affect the dancer.

Standard 4: Cultures and Historical Periods (D.S.4)

Students will demonstrate and understand dance in various cultures and historical periods.

Cultures and Historical Periods Objectives

Students will:

- D2.4.1 perform and describe similarities and differences between two or more culturally diverse forms of dance.
- D2.4.2 explore and discuss the traditions and techniques of classical and theatrical dance forms.
- D2.4.3 create and answer twenty-five questions about dance and dancers prior to the twentieth century.
- D2.4.4 analyze how dance and dancers are perceived in contemporary media when compared to other time periods and cultures.

Performance Descriptors (D2.PD.4)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in cultures and historical periods objectives. The Dance II student at the distinguished level develops a presentation of dance and 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 classical and theatrical dance forms.

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■ **Above Mastery**

The student demonstrates competent and proficient performance and shows as thorough and effective application of knowledge and skills that exceeds the standard in cultures and historical periods objectives. The Dance II student at the above mastery level demonstrates, through a movement phrase, an understanding of similarities and differences between two or more culturally diverse forms of dance, as well as the traditions and techniques of classical and theatrical dance forms. The student researches and discusses dance and dancers prior to the twentieth century, then compares and contrasts how dance and dancers are perceived in the contemporary media when compared to other time periods and cultures.

■ **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standard in cultures and historical periods objectives. The Dance II student at the mastery level demonstrates an understanding of similarities and differences between two or more culturally diverse forms of dance, as well as an understanding of the traditions and techniques of classical and theatrical dance forms. The student creates and answers twenty-five questions about dance and dancers prior to the twentieth century then analyzes how dance and dancers are perceived in the contemporary media when compared to other time periods and cultures.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in cultures and historical periods objectives. Performance needs further development. The Dance II student at the partial mastery level demonstrates an understanding of traditions and techniques of classical and theatrical dance forms. The student creates and answers twenty-five questions about dance and dancers prior to the twentieth century.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in cultures and historical periods objectives. Performance needs considerable development. The Dance II student at the novice level demonstrates an understanding of similarities and differences between two culturally diverse forms of dance, as well as an understanding of the traditions and techniques of classical and theatrical dance forms.

Standard 5: Critical and Creative Thinking Skills (D.S.5)

Students will apply and demonstrate critical and creative thinking skills in dance.

Critical and Creative Thinking Skills Objectives

Students will:

- D2.5.1 create a dance and revise it over time, explaining the revisions and their impact on the final product.
- D2.5.2 review and apply aesthetic criteria in evaluating the student's own work and the work of others in a positive and constructive manner.
- D2.5.3 formulate and answer aesthetic questions (e.g., What particular characteristics distinguish the identify of a specific dance? How much can one change a dance before it becomes a different dance?).

Performance Descriptors (D2.PD.5)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in critical and creative thinking skills objectives. The Dance II student at the distinguished level revises the work of another student and justifies those revisions.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows as thorough and effective application of knowledge and skills that exceeds the standard in critical and creative

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thinking skills objectives. The Dance II student at the above mastery level compiles the evaluations of the created dance for the purpose of further revision.

- **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standard in effective application of knowledge and skills that exceeds the standard in critical and creative thinking objectives. 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.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in critical and creative thinking skills objectives. Performance needs further development. The Dance II student at the partial mastery level creates and revises a dance. The student reviews and applies a set of aesthetic criteria and questions for the purpose of evaluating student work.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in critical and creative thinking skills. Performance needs considerable development. The Dance II student at the novice level creates a dance. The student establishes a set of aesthetic criteria and questions applicable to the student work.

Standard 6: Choreography (D.S.6)

Students will understand choreographic principles, processes and structures.

Choreography Objectives

Students will:

D2.6.1 perform a brief dance phrase containing three to five elements of choreography.

D2.6.2 perform a brief dance phrase using at least two structures or forms chosen from palindrome, theme and variation, rondo, round, contemporary forms, etc.

D2.6.3 use improvisation to generate movement for choreography.

Performance Descriptors (D2.PD.6)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in choreography objectives. The Dance II student in the distinguished level creates a brief dance phrase containing five or more elements of choreography, at least three or more structures or forms and using improvisation to generate choreography.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows as thorough and effective application of knowledge and skills that exceeds the standard in choreography objectives. The Dance II student at the above mastery level performs a series of brief dance phrases containing three to five elements of choreography, three or more structures or forms, and using improvisation to generate choreography.

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■ **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standard in effective application of knowledge and skills that exceeds the standard in choreography objectives. The Dance II student at the mastery level performs a brief dance phrase containing three to five elements of choreography and using at least two structures or forms (e.g., palindrome, theme and variation, rondo, round, etc.). The student uses improvisation to generate movement for choreography.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in choreography objectives. Performance needs further development. The Dance II student at the partial mastery level performs a brief dance phrase containing at least three elements of choreography and using one or more structures or forms. The student uses improvisation to generate movement for choreography.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in choreography objectives. Performance needs considerable development. The Dance II student at the novice level performs a brief dance phrase containing at least two elements of choreography and using at least one structure or form.

Standard 7: Connections with Other Disciplines (D.S.7)

Students will make connections between dance and other disciplines.

Connections with Other Disciplines Objectives

Students will:

- D2.7.1 create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines.
- D2.7.2 demonstrate how technology can be used to reinforce, enhance or alter the dance idea in an interdisciplinary project.
- D2.7.3 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.

Performance Descriptors (D2.PD.7)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in connections with other disciplines objectives. The Dance II student at the distinguished level creates and performs an interdisciplinary project based on a theme identified by the student including dance and three other disciplines, using technology to reinforce, to enhance, or to alter the dance idea. The student analyzes and debates commonalities and differences between dance and the other disciplines.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows as thorough and effective application of knowledge and skills that exceeds the standard in connections with other disciplines objectives. The Dance II student at the above mastery level creates an interdisciplinary project based on a theme identified by the student including dance and three other disciplines, using technology to reinforce, to enhance, or to alter the dance idea. The student analyzes commonalities and differences between dance and the other disciplines.

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- **Mastery**
The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standard in effective application of knowledge and skills that exceed the standard in connections with other disciplines objectives. 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 to alter the dance idea. The student identifies and discusses commonalities and differences between dance and other disciplines.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in connections with other disciplines objectives. Performance needs further development. 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 to alter the dance idea. The student discusses commonalities and differences between dance and the other discipline.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in connections with other disciplines objectives. Performance needs considerable development. 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.

Dance III

Dance III will stress practice in performing technical and choreographic skills necessary for artful presentation. Emphasis will be placed on the relationship of dance to other disciplines and careers. Research of dance history and artists will be an integral part of this level of study.

Standard 1: Communication (D.S.1)

Students will understand dance as a way to create and communicate meaning.

Communication Objectives

Students will:

- D3.1.1 compare and contrast how meaning is communicated in the student's previously created dances.
- D3.1.2 observe and research ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives.
- D3.1.3 create an individual dance conveying a personal idea, belief or theme.

Performance Descriptors (D3.PD.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in communication objectives. The Dance III student at the distinguished level creates and performs a dance conveying a personal idea, belief or theme.

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■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in communication objectives. The Dance III student at the above mastery level compares and contrasts a selection of student's previously created dances from a variety of perspectives and then analyzes and compiles the data for a formal presentation.

■ **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in communication objectives. The Dance III student at the mastery level compares and contrasts a selection of the student's previously created dances from a variety of perspectives to discover how meaning is created and conveyed. The student creates an individual dance communicating a personal idea, belief or theme.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in communication objectives. Performance needs further development. The Dance III student at the partial mastery level discusses, from a variety of perspectives, a selection of the student's previously created dances to summarize how meaning is communicated through dance. The student then creates a dance conveying a personal idea, belief or theme.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in communication objectives. Performance needs considerable development. The Dance III student at the novice level interprets meaning from a student's previously created dance.

Standard 2: Movement, Elements and Skills (D.S.2)

Students will identify and demonstrate movement elements and skills in performing dance.

Movement, Elements and Skills Objectives

Students will:

D3.2.1 review and practice consistency and reliability in performing technical skills.

D3.2.2 review, identify and practice technical skills with expression, demonstrating clarity, musicality and stylistic nuance.

D3.2.3 self assess and correct techniques through extensive rehearsals.

Performance Descriptors (D3.PD.2)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in movement, elements and skills objectives. The Dance III student, at the distinguished level, identifies, corrects and self assesses techniques through extensive rehearsals of a student-created and performed dance phrase.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in movement, elements and skills objectives. The Dance III student, at the above mastery level, identifies, corrects, and self assesses techniques through extensive rehearsals of a student-created phrase.

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■ **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in movement, elements and skills objectives. The Dance III student, at the mastery level, reviews and practices consistency and reliability in performing technical skills with expression, and in doing so demonstrates clarity, musicality and stylistic nuance. The student identifies, corrects and self assesses techniques through extensive rehearsals.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in movement, elements and skills objectives. Performance needs further development. The Dance III student, at the partial mastery level, reviews and practices consistency and reliability in performing technical skills with expression, and in doing so demonstrates clarity, musicality and stylistic nuance. The student identifies and corrects techniques through extensive rehearsal.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement, elements and skills objectives. Performance needs considerable development. The Dance III student, at the novice level, reviews and practices consistency and reliability as he/she performs technical skills. The student identifies techniques.

Standard 3: Healthful Living (D.S.3)

Students will make connections between dance and healthful living.

Healthful Living Objectives

Students will:

D3.3.1 research and discuss the challenges facing performers in maintaining healthy lifestyles.

Performance Descriptors (D3.PD.3)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in healthful living objectives. The Dance III student at the distinguished level creates a formal presentation, based on research, comparing the effects of lifestyle choices on performers, with evidence to support findings.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in healthful living objectives. The Dance III student at the above mastery level researches and discusses the challenges facing performers in maintaining healthy lifestyles, comparing and contrasting this information with the student's own personal health goals.

■ **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in healthful living objectives. The Dance III student at the mastery level researches and discusses the challenges facing performers in maintaining healthy lifestyles.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in healthful living objectives. Performance needs further development. The Dance III student at the partial mastery level discusses the challenges facing performers in maintaining healthy lifestyles.

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■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in healthful living objectives. Performance needs considerable development. The Dance III student at the novice level demonstrates understanding of the relationship of a healthful lifestyle as it relates to performance ability.

Standard 4: Cultures and Historical Periods (D.S.4)

Students will demonstrate and understand dance in various cultures and historical periods.

Cultures and Historical Periods Objectives

Students will:

- D3.4.1 research and create a time line illustrating important dance events prior to the twentieth century, placing them in their social and historical contexts..
- D3.4.2 perform a dance that displays the traditions and techniques of a specific culture or historical period.
- D3.4.3 compare and contrast the role and significance of dance in two different social/historical/cultural political contexts.

Performance Descriptors (D3.PD.4)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in cultures and historical period objectives. The Dance III student at the distinguished level, after study of specific techniques involved, reconstructs or creates and performs a dance from two or more cultural and/or historical styles or time periods.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in cultures and historical periods objectives. The Dance III student at the above mastery level, after study of specific techniques involved, reconstructs or creates and performs a dance from one culture or historical style or time period.

■ Mastery

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in cultures and historical periods objectives. The Dance III student at the mastery level researches and creates a time line of important dance events prior to the twentieth century in their social and historical contexts. The student performs a dance displaying the traditions and techniques of a specific culture or historical period, comparing and contrasting the role and significance of dance in this culture or period to that time of some other social, historical, cultural or political context.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in cultures and historical periods objectives. Performance needs further development. The Dance III student at the partial mastery level researches and creates a time line of important dance events prior to the twentieth century in their social and historical contexts. The student performs a dance displaying the traditions and techniques of a specific culture or historical period.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in cultures and historical periods objectives. Performance needs considerable development. The Dance III student at the novice level researches and creates a time line of important dance events prior to the twentieth century. The student performs a dance displaying the traditions of a specific culture or historical period.

Standard 5: Critical and Creative Thinking Skills (D.S.5)

Students will apply and demonstrate critical and creative thinking skills in dance.

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Critical and Creative Thinking Skills Objectives

Students will:

- D3.5.1 discuss and research how skills developed in dance are applicable to a variety of careers (e.g., sports, modeling, secretary, therapist).
- D3.5.2 research and analyze the styles of several choreographers or dance companies.
- D3.5.3 research and discuss issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance.

Performance Descriptors (D3.PD.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in critical and creative thinking objectives. 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.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in critical and creative thinking skills objectives. The Dance III student at the above mastery level identifies and distinguishes the uniqueness of various choreographers or dance companies styles.

- **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in critical and creative thinking skills objectives. 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.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in critical and creative thinking skills objectives. Performance needs further development. The Dance III student at the partial mastery level researches and discusses how skills developed in dance are applicable to a variety of careers. The student researches and analyzes the styles of several choreographers or dance companies.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in critical and creative thinking skills objectives. Performance needs considerable development. The Dance III student at the novice level researches and discusses how skills developed in dance are applicable to a variety of careers. The student researches the style of one choreographer or dance company.

Standard 6: Choreography (D.S.6)

Students will understand choreographic principles, processes and structures.

Choreography Objectives

Students will:

- D3.6.1 demonstrate refined skills in performing a small group dance with coherence and aesthetic unity.
- D3.6.2 research the creative process as discussed by recognized choreographers (e.g., video biographies, interviews).

Performance Descriptors (D3.PD.6)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in choreography objectives. The

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Dance III student at the distinguished level demonstrates refined skills performing a small group dance with coherence and aesthetic unity using the creative process as discussed by recognized choreographers and demonstrating the basic elements of choreography as well as structures and/or forms.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in choreography objectives. The Dance III student at the above mastery level demonstrates refined skills in performing a small group dance with coherence and aesthetic unity using the creative process as discussed by recognized choreographers and demonstrating the basic elements of choreography.

- **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in choreography objectives. The Dance III student at the mastery level demonstrates refined skills in performing a small group dance with coherence and aesthetic unity using the creative process as discussed by recognized choreographers.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in choreography objectives. Performance needs further development. The Dance III student at the partial mastery level demonstrates skills in performing a small group dance with coherence and aesthetic unity.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in choreography objectives. Performance needs considerable development. The Dance III student at the novice level demonstrates skill in performing a small group dance.

Standard 7: Connections with Other Disciplines (D.S.7)

Students will make connections between dance and other disciplines.

Connections with Other Disciplines Objectives

Students will:

- D3.7.1 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.
- D3.7.2 research an interdisciplinary project using media technologies that present dance in a new or enhanced form (e.g., video dance, video/computer-aided live performance or animation).

Performance Descriptors (D3.PD.7)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in connections with other disciplines objectives. The Dance III student at the distinguished level decides and concludes specific artistic/cultural/historical characteristics that these two artworks share which have linked them to the same artistic/cultural/historical cultural or time period.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in connections with other disciplines objectives. The Dance III student at the above mastery level researches and analyzes one choreographic work and one other artwork from the same culture and/or time period.
- **Mastery**
The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in connections with other disciplines objectives. 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.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in connections with other disciplines objectives. Performance needs further development. The Dance III student at the partial 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 discusses an interdisciplinary project using media technologies that present dance in a new or enhanced form.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in connections with other disciplines objectives. Performance needs considerable development. The Dance III student at the novice 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.

Dance IV

Creating and performing dance is the major emphasis of dance study on the fourth level. The creative process will be studied and students will develop an awareness of dance and its place in the present and future culture.

Standard 1: Communication (D.S.1)

Students will understand dance as a way to create and communicate meaning.

Communication Objectives

Students will:

- D4.1.1 create and perform a series of mini-dance studies that convey different meanings from a variety of perspectives.

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Performance Descriptors (D4.PD.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in communication objectives. The Dance IV student at the distinguished level creates and publicly performs a series of mini-dance studies that convey different meanings from a variety of perspectives.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in communication objectives. The Dance IV student at the above mastery level creates, performs and evaluates a series of mini-dances that convey different meanings from a variety of perspectives.
- **Mastery**
The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in communication objectives. The Dance IV student at the mastery level creates and performs a series of mini-dance studies that convey different meanings from a variety of perspectives.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in communication objectives. Performance needs further development. The Dance IV student at the partial mastery level creates and performs a series of mini-dance studies that convey meaning from two perspectives.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in communication objectives. Performance needs considerable development. The Dance IV student at the novice level performs a series of mini-dance studies that convey different meanings from two perspectives.

Standard 2: Movement, Elements and Skills (D.S.2)

Students will identify and demonstrate movement elements and skills in performing dance.

Movement, Elements and Skills Objectives

Students will:

- D4.2.1 demonstrate a high level of consistency and reliability in performing technical skills.
- D4.2.2 perform technical skills with expression, demonstrating clarity, musicality and stylistic nuance.
- D4.2.3 refine technique through self-evaluation and correction.

Performance Descriptors (D4.PD.2)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in movement, elements and skills objectives. The Dance IV student at the distinguished level demonstrates a high level of consistency and reliability in performing technical skills with expression, demonstrating clarity, musicality and stylistic nuance through public performance of a dance piece. In preparation for performance, the student refines technique through self-evaluation, correction and extensive rehearsal.

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■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in movement, elements and skills objectives. The Dance IV student at the above mastery level demonstrates a high level of consistency and reliability in performing technical skills with expression, demonstrating clarity, musicality and stylistic nuance through performance of a dance piece. In preparation for performance the student refines technique through self-evaluation, correctional and extensive rehearsal.

■ Mastery

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in movement, elements and skills objectives. The Dance IV student at the mastery level demonstrates a high level of consistency and reliability in performing technical skills with expression, demonstrating clarity, musicality and stylistic nuance through performance of a dance piece. In preparation for performance, the student refines technique through self-evaluation and correction.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in movement, elements, and skills objectives. Performance needs further development. The Dance IV student at the partial mastery level demonstrates, less frequently, a high level of consistency and reliability in performing technical skills with expression, demonstrating clarity, musicality and stylistic nuance. The student refines technique through self-evaluation and correction.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement, elements and skills objectives. Performance needs considerable development. The Dance IV student at the novice level demonstrates, occasionally, a high level of consistency and reliability in performing technical skills with expression, demonstrating clarity, musicality and stylistic nuance.

Standard 3: Healthful Living (D.S.3)

Students will make connections between dance and healthful living.

Healthful Living Objectives

Students will:

D4.3.1 research and analyze one professional performer's challenges in maintaining a healthy lifestyle.

Performance Descriptors (D4.PD.3)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in healthful living objectives. 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.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in healthful living objectives. The Dance IV student at the above mastery level researches, analyzes and formally presents one professional performer's challenge in maintaining a healthy lifestyle and its relationship to career success.

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- **Mastery**
The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in healthful living objectives. The Dance IV student at the mastery level researches and analyzes one professional performer's challenge in maintaining a healthy lifestyle.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in healthful living objectives. Performance needs further development. The Dance IV student at the partial mastery level researches a professional performer's challenge in maintaining a healthy lifestyle.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in healthful living objectives. Performance needs considerable development. The Dance IV student at the novice level discusses one professional performer's challenge in maintaining a healthy lifestyle.

Standard 4: Cultures and Historical Periods (D.S.4)

Students will demonstrate and understand dance in various cultures and historical periods.

Cultures and Historical Periods Objectives

Students will:

- D4.4.1 research and create a time line illustrating important dance events in the twentieth century, placing them in their cultural and political contexts.
- D4.4.2 perform dances illustrating to different social/historical/cultural/political contexts.

Performance Descriptors (D4.PD.4)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in cultures and historical periods objectives. The Dance IV student at the distinguished level researches and creates a time line illustrating important dance events in the twentieth century, placing them in their cultural and political contexts. The student performs, for the public, dances that illustrate social/historical/cultural/political contexts.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in cultures and historical periods objectives. The Dance IV student at the above mastery level researches and creates a time line illustrating important dance events in the twentieth century, placing them in their cultural and political contexts. The student performs dances that illustrate two different social/historical/cultural/political contexts.
- **Mastery**
The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in cultures and historical periods objectives. The Dance IV student at the mastery level researches and creates a time line illustrating important dance events in the twentieth century, placing them in their cultural and political contexts. The student performs dances illustrating social/historical/cultural/political contexts.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in cultures and historical periods objectives. Performance needs further development. The Dance IV student at the partial mastery level researches and creates a time line illustrating important dance events in the twentieth century. The student performs dances that illustrate different social/historical/cultural/political contexts.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in cultures and historical periods

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objectives. Performance needs considerable development. The Dance IV student at the novice level reads and interprets a time line illustrating important dance events of the twentieth century. The student performs dances that illustrate different social/historical/cultural/political contexts.

Standard 5: Critical and Creative Thinking Skills (D.S.5)

Students will apply and demonstrate critical and creative thinking skills in dance.

Critical and Creative Thinking Skills Objectives

Students will:

- D4.5.1 demonstrate and explain how skills developed in dance enhance present and future goals.
- D4.5.2 analyze the style of a choreographer or cultural form; create a dance in that style.
- D4.5.3 analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance.

Performance Descriptors (D4.PD.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in critical and creative thinking objectives. 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.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in critical and creative thinking objectives. 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.

- **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in critical and creative thinking objectives. The Dance IV student at the mastery level explains and demonstrates how skills developed in dance enhance present and future 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, then creates a dance in that style.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in critical and creative thinking objectives. Performance needs further development. The Dance IV student at the partial mastery level explains how skills developed in dance enhance present and future goals, and the role of ethnicity, gender, social/economic class, age and/or physical condition issues in reaching those goals. The student creates a dance in the style of a specific choreographer or cultural form.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in critical and creative thinking objectives. Performance needs considerable development. The Dance IV student at the novice level identifies the skills developed in dance enhancing present or future goals. The student performs a dance in the specific style of a choreographer or cultural form.

Standard 6: Choreography (D.S.6)

Students will understand choreographic principles, processes and structures.

Choreography Objectives

Students will:

- D4.6.1 create in small groups a dance with coherence and aesthetic unity.
- D4.6.2 accurately describe the creative process used in choreographing the student's own movement sequence(s).

Performance Descriptors (D4.PD.6)

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- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in choreography objectives. The Dance IV student at the distinguished level creates, and publicly performs with coherence and aesthetic unity, a dance in a small group displaying leadership qualities (e.g. staying on task, innovative ideas, predominant choreographer). The student accurately analyzes and describes the creative process used in choreographing the student's own movement sequence(s).
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in choreography objectives. The Dance IV student at the above mastery level creates and performs with coherence and aesthetic unity, a dance in a small group. The student accurately describes the creative process used in choreographing the student's own movement sequence(s).
- **Mastery**
The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in choreography objectives. The Dance IV student at the mastery level creates with coherence and aesthetic unity, a dance in a small group. The student describes the creative process used in choreographing the student's own movement sequence(s).
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in choreography objectives. Performance needs further development. 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 student outlines the creative process used in choreographing the student's own movement sequence(s).
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in choreography objectives. Performance needs considerable development. 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 student's own movement sequence(s).

Standard 7: Connections with Other Disciplines (D.S.7)

Students will make connections between dance and other disciplines.

Connections with Other Disciplines Objectives

Students will:

- D4.7.1 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.
- D4.7.2 create an interdisciplinary project using media technologies that present dance in a new or enhanced form (e.g., video dance, video-aided live performance or animation).

Performance Descriptors (D4.PD.7)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in connections with other disciplines objectives. The Dance IV student at the distinguished level creates and publicly performs an interdisciplinary project using media technologies that present dance in a new or enhanced form.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard connections with other disciplines objectives. The Dance IV student at the above mastery level researches, compares and contrasts one choreographic work with 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

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student creates and performs an interdisciplinary project using media technologies that present dance in a new or enhanced form.

- **Mastery**

The student demonstrates fundamental course level knowledge and skills by showing consistent and accurate academic performance that meets the standards in connections with other disciplines objectives. 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.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in connections with other disciplines objectives. Performance needs further development. 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.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in connections with other disciplines. Performance needs considerable development. 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.

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

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

SUBJECT: Policy 2520.9 Dance Content Standards and Objectives for WV Schools 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

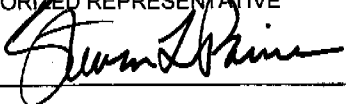
EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. ESTIMATED TOTAL REVENUES	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

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

There will be no increase in costs due to this policy.

DATE
April 10, 2003

AGENCY
West Virginia Department of Education

AUTHORIZED REPRESENTATIVE


POLICY 2520.9: Dance Content Standards and Objectives for West Virginia Schools
COMMENT LOG

January 10, 2003 - March 7, 2003

ACTION TYPE
 N: No Response - Negative
 N/A: Not Accepted + Positive
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/Type	Rationale
Dance Content Standards				
Overall Comment				
Received informally in office in February 2003 – not in comment log form	Carl Mareneck, private dance trainer, Sweet Springs, WV	An instructional piece is needed for the dance teachers. Need a movement elements, skills and objectives. Need a glossary.	N O	The comment did not require a change since the "instructional piece" refers to the CSO training currently being designed. The "glossary" is not considered part of the policy. Movement elements, skills and objectives are addressed in the Dance CSOs.
Standard 1: Communication Performance Descriptor (D1.PD.1)				
Above Mastery				
March 7, 2003	Jeff Hudkins, Member of Dance Writing Committee and Dance Teacher at Webster Co. H.S.	On page 2, under <i>Above Mastery</i> , in the last sentence, delete "and intellectual."	A o	The writing committee did not intend "intellectual connection" to be included at this level. It is intended to be only under "Distinguished."