



# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <p style="border: 1px solid black; padding: 2px;">Ballet Folklorico (Level 1)</p> <p> <input type="checkbox"/> New  <input checked="" type="checkbox"/> Revised         </p> <p>If revised, the previous course name if there was a change</p> <p style="border: 1px solid black; height: 20px; width: 100%;"></p> <p><b>Transcript Course Code/Number:</b></p> <p style="border: 1px solid black; padding: 2px;">105661, 105662</p> <p>(To be assigned by Educational Services if it's a new course)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">CREDIT TYPE EARNED:</td> <td style="border: 1px solid black; padding: 2px;">CALPADS CODE:</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">VAPA or Elective</td> <td style="border: 1px solid black; padding: 2px;">9080</td> </tr> </table> <p><b>Was this course <u>previously approved by UC for PUHSD</u>?</b></p> <p> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No          (Will be verified by Ed Services)       </p> <p>Which A-G Requirement does/will this course meet?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">F VAPA</td> <td style="border: 1px solid black; padding: 2px;"><input checked="" type="checkbox"/> Pending</td> </tr> </table> <p><b>Submitted by: Matthew Thomas</b>  <b>Site: SSC</b>  <b>Date: April 22nd, 2024</b>  <b>Email: matthew.thomas@puhsd.org</b></p>	CREDIT TYPE EARNED:	CALPADS CODE:	VAPA or Elective	9080	F VAPA	<input checked="" type="checkbox"/> Pending	<p><b>Subject Area:</b></p> <p> <input type="checkbox"/> Social Science  <input type="checkbox"/> English  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Laboratory Science  <input type="checkbox"/> World Languages  <input checked="" type="checkbox"/> Visual or Performing Arts  <input type="checkbox"/> College Prep Elective  <input type="checkbox"/> Other         </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No         </p> <p>If yes, which pathway does this course align to?          Pathway Name:</p> <p style="border: 1px solid black; height: 20px; width: 100%;"></p> <p><b>CTE CDE Code:</b></p> <p style="border: 1px solid black; height: 20px; width: 100%;"></p> <p><b>Credential Required to teach this course:</b>  <i>To be completed by Human Resources only.</i></p> <p style="border: 1px solid black; padding: 5px;"> <i>Single Subject: Dance; specific Supplementary Auth: Dance; Specific Subject Matter Auth: Dance</i>  <i>Physical education authorizations issued prior to 2022 authorized to teach Dance</i> </p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">             Signature         </td> <td style="border: 1px solid black; padding: 5px; text-align: center;">           4/29/2024            Date         </td> </tr> </table> <p>Unit Value/Length of Course:</p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent)  <input checked="" type="checkbox"/> 1.0 (one-year equivalent)  <input type="checkbox"/> 2.0 (two-year equivalent)  <input type="checkbox"/> Other:         </p>	 Signature	4/29/2024 Date
CREDIT TYPE EARNED:	CALPADS CODE:								
VAPA or Elective	9080								
F VAPA	<input checked="" type="checkbox"/> Pending								
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	<p><b>Grade Level(s)</b></p> <p> <input type="checkbox"/> MS  <input type="checkbox"/> HS  <input type="checkbox"/> 5  <input type="checkbox"/> 6  <input type="checkbox"/> 7  <input type="checkbox"/> 8  <input checked="" type="checkbox"/> 9  <input checked="" type="checkbox"/> 10  <input checked="" type="checkbox"/> 11  <input checked="" type="checkbox"/> 12         </p>								
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>							
Director of Curriculum & Instruction		5/12/24							
Asst. Superintendent of Educational Services	<i>Randy Macdaniel</i>	5/2/24							
Governing Board									

**Prerequisite(s) (REQUIRED):**

None

**Corequisite(s) (REQUIRED):**

None

**Brief Course Description (REQUIRED):**

This course is designed to teach students the cultural dances of Mexico and other Latin/Hispanic countries, their historical geographical, and both lineage & mythological roots, the significance of the costumes and the instruments associated with each one. (Folklorico provides students with an opportunity to explore the large variety of dance styles that have evolved in Mexico and other Latin/Hispanic countries as a result of the confluence of music, rhythm and dance from (but not limited to) Pre-Hispanic Indian, European, African and Asian cultures.)

This course will help students learn the skills of dance while improving their technique, poise, self confidence, motor skill control, creative ability, as well as deepening their understanding of and appreciation-cultural-tolerance for the rich and colorful heritage that each dance represents.

Students will learn and perform dances from each of the six principle dance regions of Mexico, as well as (but not limited to) Dances from other countries located in Central America, South America, also including the European Colonizing Countries and Eastern Hemisphere Countries affected by the Columbian Exchange (such as Argentina, Brazil, Costa Rica, El Slavador, (Spain) Flamenco, Nigeria, Cameroon, Tobago and Trinidad, and Contemporary Dances learning the associated vocabulary of each region of dance).

Students will create unique bodies of work characteristic of each region development or group, couple and individual choreographies using a variety of body motion. Proper health practices (warm-up, cool-down, stretching, biomechanical control, etc.) will be applied to develop lifelong habits of emotional and physical health as well as applying these practices to demonstrate the scientific study of dance and fitness.

**B. COURSE CONTENT****Course Purpose (REQUIRED):**

*What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.*

The need for this course is to provide students with an opportunity to develop & refine their motor movement and dance skills in a progressive curriculum that builds upon the technique, poise, self confidence, motor skill control, creative ability, as well as deepening their understanding of culture: 1. cultural appreciation and 2. cultural-tolerance for the rich and colorful heritage that each dance represents. This course is a developmental and creative movement dance class, which will allow dance students to take dance technique all four years of high school.

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

**Unit 1: History of Folklorico Dances**

The unit will introduce the evolution of Mexico's ethnic roots, whose colorful history and rich cultural heritage are most clearly illustrated in the country's folk dances. "Ballet Folklórico," or Mexican folk dancing is a carefully preserved tradition passed down from generation to generation over the past five centuries. While some dances are popular throughout Mexico, each of the country's 31 states has its own style. Some of these styles have risen to worldwide fame and have come to symbolize Mexico itself.

**Assignments:**

- **Function of Dance Analysis:** Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.
- **Jarabe dance of Jalisco Research Project:** Students will research the Jarabe dance of Jalisco. Tying in to the emerging nationalistic identity of Mexico at that time, students will perform the Jarabe while identifying the aspects and variations of this dance that so closely identified it with the independence movement.
- **Historical and Cultural Research:** Students will be tested on historical and cultural components from readings, discussions and lectures on each of the dance regions learned.
- **Research Reflection Writing:** After researching historical perspectives and cultural context of folklórico dance, students will be writing and discussing a variety of readings and discussions. These will include:
  - How did geography, economy, historical events and ethno-cultural makeup play a role in the development of each region's dress and style?
  - How/Why El Jarabe Tapatío became the National Folk Dance par excellence?
  - What makes a folk dance traditional or authentic?
- **Traditional Celebrations Project (Fiestas):** Students will do a research project in which they will investigate traditional fiestas in a specific town in Mexico, and describe how folklórico is reflected, implemented, and represents cultural importance in the fiestas. Students will write a 300 word minimum paper designed to reflect on how dance plays a role in these celebrations and makes connections between social change and artistic expression in dance.

## Unit 2: Performance Science & Techniques

The central purpose of this class is to prepare a quality performing arts group to present for local schools, civic organizations and community events, exposing our audiences to the rich and vibrant world of traditional Mexican folk dance, thereby fostering appreciation and pride in Mexican tradition and culture. This class often does 25-40 performances a year both on and off campus including two big shows, one in winter and the other in spring, in which professional lighting and sound are employed.

### Assignments:

- **Folklorico Dance Configuration:** For each performance, configuration of the Folklorico dances on stage will be discussed and planned. Visual performance skills will be continually developed as students incorporate the pre-production components of venue, audience, available technology, and showmanship.
- **Performance Production Elements:** Students will become emerging performers through introductory use of performance production elements: stage layout, timing of appropriate actions, applying various audio techniques, and entrance and exit of performers.
- **Best Practices Comparisons:** Students will see performance examples via video, which will allow students to analyze and critique for best practices. Comparisons of professional, collegiate, and high school performances will allow students to accurately learn and describe the best practices.
- **Components of Dance Technology:** Employment in the 21st century requires the ability to learn and use technology appropriately and effectively. This lesson will introduce students to the basic components of audio technology, with an emphasis on which systems are best for various venues. Using actual performance venue practice, students will utilize these different types to investigate how each works with various instruments and voices.

## Unit 3: Elements of Dance

Within this unit, students will demonstrate the ability to apply corrections in order to refine physical coordination when performing basic movement phrases. Students will perform basic dance phrases with technical accuracy while using correct vocabulary to describe movement.

This unit will focus on memorizing and performing basic works of dance and applying basic technical knowledge while maintaining consistent artistic intent. Students will accurately perform choreography taught by the teacher while applying involvement of facial and body expression during the work.

### Assignments:

- **Student Performance:** Students will perform in multiple genres from various geographic and cultural areas, recalling nuance with accuracy. Learned combinations will be demonstrated in a variety of dance styles while identifying foundational stylistic similarities and differences among dance genres. Students will be able to articulate personal motivation, as it relates to and effects movement, while executing basic movement phrases utilizing floor pattern pathways.
- **Dance vocabulary:** Students will write, memorize, and apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy.
- **Dance Technique Evaluation:** Basic dance terminology will be applied to evaluating dancer's technique and expression, making corrections and recommendations, and evaluating the effectiveness of choreography.

- **Dance improvisation:** Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance by learning the traditional Veracruz anthem, La Bamba. Students will learn and demonstrate the basic body alignment, placement, musicality, vocabulary, technique, and beginning level skills. Students will listen to teacher observations of individual and class work in order to apply corrections that develop technical accuracy. The lesson will culminate with students critiquing their own work, and that of their peers, through verbal and written analysis
- **Reflection of How This Affects “My” Performance:** Students will write a reflection of how new historical and cultural learnings affect how they perform.

#### Unit 4: Dance Performance & Rehearsal

Throughout the unit the students will develop a comprehension of rehearsal technique and group responsibility. Organize and utilize a structured process for group rehearsal choreograph and perform, in small groups, a one and a half to two-minute study, exploring intention. Record the progress of the rehearsal process and document the involvement of the participants. Students will continue to build on and develop their performance skills. Rehearsal and performance outside of regular class time will be required as part of the graded work.

#### Assignments:

- **Critical Thinking Assignment:** Students will write a brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
- **Personal practice monitoring:** Personal practice is an essential component of performance preparation. Students will use personal logs, video or audio technology, and computer programs to monitor their practice. Group and teacher analysis of technique progression will allow the student to plan for future practice.
- **Personal practice summary:** Students will write a 2-4 paragraph summary of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.
- **Dance style learning:** Each year students will learn 6-10 suites (three to four dances) from a variety of Mexico’s 31 states or their sub-regions. Students are expected to learn all presented dances to a high degree of proficiency including steps, rhythm, posture, hand/arm position, skirt work, choreography, style, etc. in a timely manner. Frequent choices include, but are not limited to: Jalisco, Veracruz, Chihuahua, Tamaulipas, Nuevo León, Baja California, Oaxaca, Chiapas, Guerrero, Sinaloa, Yucatán, and Nayarit. Several of the dance genres/styles studied will include:
  - Norte: polca, redova, chotís,
  - Este: huapangos, son jarocho
  - Sur: gusto, son, jarabe
  - Oeste: son, banda, jarabe

- Students will also work on developing stage presence through consistent desired facial expression (e.g. smiling, eye-contact), poise, posture, grace,
- partner interaction, ánimo, gritos, and costume/hair appearance.

### **Unit 5: Preparation for Careers in Dance**

This unit will introduce students to the audition process, the practice of job searches, identifying various career pathways in dance, and developing resumes. Basic use of technology to create portfolios will be introduced for the purpose of participating in interviews and auditions.

#### **Assignments:**

- **Career Option Research:** A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered. Students will examine the training, education and experience needed to pursue varying dance career options, including researching colleges offering programs in dance.
- **Career Interviews:** Students will interview professional dancers, teachers, critics, filmmakers, and/or choreographers and record their training and experience in dance.
- **Healthy Dietary and Exercise Habits:** In order to encourage healthy lifestyles, students will examine healthy dietary habits necessary for optimum performance in careers in dance. They will identify and analyze the use of exercise and body conditioning activities as supplements to maintain a healthy and long career in dance.
- **Professional Dancer Career Advice and Presentation:** Professional dancers and companies will be invited to the class to discuss the workplace. Emphasis will be placed on opportunities, road experiences, and practical advice for those seeking a career in dance. Students will prepare classroom presentations based on this information.
- **Career Challenge Reflection Writing:** In order to understand the challenges of a career in dance, and to be able to begin the process of choosing a vocation, students will research available career pathways. In a written report, students will learn about and detail the education needed, practical experience required, and the opportunities available for careers in dance. A summary (2-4 paragraphs) that explains what a student produces, how the student completes the assignment and what the student learns.

#### **Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

- **Research Reflection Writing:** After researching historical perspectives and cultural context of folklórico dance, students will be writing and discussing a variety of readings and discussions. These will include:

- How did geography, economy, historical events and ethno-cultural makeup play a role in the development of each region's dress and style?
- How/Why El Jarabe Tapatio became the National Folk Dance par excellence?
- What makes a folk dance traditional or authentic?
- **Traditional Celebrations Project (Fiestas):** Students will do a research project in which they will investigate traditional fiestas in a specific town in Mexico, and describe how folklórico is reflected, implemented, and represents cultural importance in the fiestas. Students will write a 300 word minimum paper designed to reflect on how dance plays a role in these celebrations and makes connections between social change and artistic expression in dance.
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- **Activity: End of Semester Exhibition/ Practicum**  
Students will Participate in dance performances for a live audience.  
Students Participate in performances
  - a. For Peers in class presentation.
  - b. For invited guests during school hours- presentation to peers.
  - c. For invited guests and parents- after school hours- presentation to family and friends.
- Students will work cooperatively with peers and adults during rehearsals and/or performances to prepare for presentation of dances, and explore the dynamics of theater protocol.

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Textbook #2**

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

**Suggested Texts & Materials:**

(1) *Regional Dances of Mexico*, Kendrick, Edith Johnston, Dallas: Banks Upshaw. 1935.

(2) *The World of Aztecs*, William-H. Prescott, Minerva 1990.

(3) *Dancing Throughout Mexican History (1325-1910)*, by Sajuanita Martinez-Hunter. Edited by Gabriela Mendoza-Garcia. 2018. Mexico Lindo Press.  
 ISBN-10 0692099662

**Videos, DVD:**

• *Bailables y Danzas de Chiapas. Organización Cultural de Chiapas Ballet Folklórico de la Universidad de Guadalajara.* Universidad de Guadalajara

<https://www.youtube.com/watch?v=ZxrTOON7vFY>

• *Raíces del Pueblo, Cantos y Danzas de Veracruz.* Universidad Veracruzana de Xalapa.

<https://www.youtube.com/watch?v=YpvtKt-g5lo>

• *Ballet Folklórico Nacional de Mexico, Folkloric Dances of Mexico.* Inside Mexico, Bellaire, TX

<https://www.youtube.com/@mexicanrecords6737>



• *Quetzalli Veracruz Xalapa, Veracruz*  
<https://www.youtube.com/@TheBalletquetzalli/videos>

• *Ballet Folklórico de México de Amalia Hernández. CONACULTA, Mexico City*  
<https://www.youtube.com/watch?v=U1136iMm1xM&t=870s>

• *Dos Ballets y un Coreógrafo. Ballet Folklórico de la Universidad de Colima.*  
<https://www.youtube.com/watch?v=28oCE9eULd0>

**Web Sites:**

Gabriela Mendoza-Garcia Ballet Folklorico <https://gabrielamendoza-garciafolklorico.com/research/>

**Cultura UDG**

<https://www.youtube.com/@CulturaUDG1>

**Ballet Folklórico Nacional de Mexico, Folkloric Dances of Mexico.**

<https://www.youtube.com/@mexicanrecords6737>

**Difusión Cultural U de C**

<https://www.youtube.com/@DifusionCulturalUdeC>

• *Quetzalli Veracruz Xalapa, Veracruz*  
<https://www.youtube.com/@TheBalletquetzalli/videos>

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*  
 If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks:	Description of Additional Costs: Supplemental books:\$1,833.20 Shoes for students \$1,800 Undershorts for students:\$1,200
Additional costs:\$4,833.20	
<b>Total cost per class set of instructional materials:</b>	<b>\$4,833.20</b>

**Key Assignments (REQUIRED):**

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

- **Traditional Celebrations Project (Fiestas):** Students will do a research project in which they will investigate traditional fiestas in a specific town in Mexico, and describe how folklórico is reflected,

implemented, and represents cultural importance in the fiestas. Students will write a 300 word minimum paper designed to reflect on how dance plays a role in these celebrations and makes connections between social change and artistic expression in dance.

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- partner interaction, ánimo, gritos, and costume/hair appearance.

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

**METHODS:** A variety of instructional strategies will be used to accommodate all learning styles and to reinforce reading, writing and physical activity skills while learning physical education content:

- Teacher demonstrations
- Lecture
- Cooperative learning
- Observation
- Master classes
- Video technology
- Audio equipment
- Written materials

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

Techniques and terminology may be used to develop rhythmic patterns to create choreography.

- . Performances and rehearsals
- . Daily attendance and participation
- . Written performance critiques
- . Movement composition

**Student centered learning includes:** peer coaching; reciprocal teaching; checklists; video (peer and self-analysis); guided discovery; stations and circuits; and task cards .

**EVALUATION:** Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)