

# Perris Union High School District

## Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Dance IV</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	<b>Subject Area:</b> <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	<b>Grade Level</b> <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 type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<b>Is this classified as a Career Technical Education course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Physical Education Credential</div> <p style="text-align: center; margin: 0;"><i>To be completed by Human Resources only.</i></p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; width: 60%; height: 30px; text-align: center;"> </div> <div style="border: 1px solid black; width: 30%; text-align: center;">             12/17/18              Date           </div> </div>	
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>Was this course <u>previously approved by UC</u> for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by: Myshia LeBoss</b> <b>Site: Paloma Valley High School</b> <b>Date: 11/09/18</b>	<b>Unit Value/Length of Course:</b> <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:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		12/18/18
Asst. Superintendent of Educational Services		
Governing Board		

<b>Prerequisite(s) (REQUIRED):</b>
Dance III
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
Dance 4 is the final studio/technique course that students can take in dance, in the Perris Union High School District. Students will present a portfolio of work exemplifying growth, choreographic skills, highly refined technical ability with a wide range of motion, and exceeding minimum standards of excellence, to an authentic audience at the culmination of the course.

<b>B. COURSE CONTENT</b>
<b>Course Purpose (REQUIRED):</b> <i>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.</i>
This course is for dance students who require further technical training in dance, rather than a theoretical approach to the advancement of dance skills. This course offers a different pathway in dance, than the one currently being offered in the PUHSD. The present pathway in dance requires students to take an in-depth course in choreography and production, followed by a dance theory course. Although this pathway is appropriate for some students in the program, it does not serve the needs of all students in the program. This course provides an option for 4th year dance students who would like to continue to learn dance from purely the technical aspect.
<b>Course Outline (REQUIRED):</b> <i>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.</i>
<b>Dance IV - Semester 1</b> <i>Scope and Sequence</i> <ol style="list-style-type: none"> <li>1. Unit 1: Body Placement and Alignment</li> <li>2. Unit 2: Strengthening and Flexibility (Add Progressions – Plie, Releve, traveling, with jumps and turns)</li> <li>3. Unit 3: Weight Shifting (Add Progressions – Plie, Releve, traveling, with jumps and turns)</li> <li>4. Unit 4: Balance and Coordination</li> <li>5. Unit 5: Connecting Dance Movements</li> </ol> <b>Dance IV - Semester 2</b>

***Scope and Sequence***

1. **Unit 6: Historical and Cultural Meaning of Dance**
2. **Unit 7: How to Interpret and Critique Dance (Add student-led)**
3. **Unit 8: Making Meaningful Connections (Add reflection/connections related directly to students personal experience)**
4. **Unit 9: Dance Production (Add Student Directed/Produced Senior Concert)**
5. **Unit 10: Analyzing Dance (Add Senior Portfolio Presentation)**

**Writing Assignments (REQUIRED):**

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

**Key Writing Assignments:**

- **Interactive Dance Journal**
  - Weekly Agenda, dance notations and reflections
  - Artistic representation due per grading period
  - Viewing dance, analyzing dance and vocabulary
- **Dance History Paper**
- **Dance Research Paper**

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1 N/A**

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

**Textbook #2 N/A**

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
<a href="https://dancer.com/ballet-info/online-resources/">https://dancer.com/ballet-info/online-resources/</a>	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable. N/A	
Cost for class set of textbooks: \$0	Description of Additional Costs:
Additional costs:\$0	
<b>Total cost per class set of instructional materials:</b>	\$0

<b>Key Assignments (REQUIRED):</b>
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
<ul style="list-style-type: none"> <li>● Compositions <ul style="list-style-type: none"> <li>○ Solo</li> <li>○ Duets, Trios, Quartets</li> <li>○ Small Group</li> <li>○ Large Group</li> </ul> </li> <li>● End of Unit Assessments <ul style="list-style-type: none"> <li>○ Movement assessment</li> <li>○ Vocabulary assessment</li> <li>○ Composition assessment</li> </ul> </li> </ul>
<b>Instructional Methods and/or Strategies (REQUIRED):</b>
Please list specific instructional methods that will be use.
<ul style="list-style-type: none"> <li>● Direct Interactive Instruction</li> <li>● Collaborative Learning</li> <li>● Socratic seminars</li> <li>● Independent Practice</li> <li>● Small Group</li> <li>● Whole Group</li> <li>● Differentiation</li> <li>● Problem Solving</li> </ul>
<b>Assessment Methods and/or Tools (REQUIRED):</b>
Please list different methods of assessments that will be used.

- Formal and Informal Observations
- Written Assessments (Fill in the blank, short answer, multiple choice)
- Physical/Movement Assessments
- Verbal Assessments (Teacher moves, student names the movement/Teacher names the movement, student moves)
- Peer Assessments
- Self Assessments

**COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)**

<b>Day(s)</b>	<b>Objective</b>	<b>Standard(s)</b>	<b>Chapter(s)</b>	<b>Reference</b>
Day 1-60 (60)	<b>Unit 1: Body Alignment and Placement</b> Students will review and utilize muscle memory to correctly place the body in specific dance alignments and movements. Students will relate body shape and postures to emotional expression.	1.1, 1.2 2.1, 2.2		
Day 61-70 (10)	<b>Unit 2: Strengthening and Flexibility</b> Students will increase strength and flexibility in order to enhance dance movements, lines and technical ability.	1.1, 1.2 1.3, 2.1		
Day 71-90 (20)	<b>Unit 3: Weight Shifting</b> Students will gain control over their core and refine their ability to shift their weight into and off of various body parts.	1.1, 1.2 1.3, 1.4 2.1, 2.4		
Day 91-120 (30)	<b>Unit 4: Balance and Coordination</b> Students will delve deeper into their kinesthetic awareness in order to refine, to a high level of accuracy, their ability to maintain specific dance positions in space.	1.1, 1.2 1.3, 1.4 2.1, 2.4		
Day 121-125 (5)	<b>Unit 5: Connecting Dance Movements</b> Students will use movement vocabulary to create a dance sequence that they will develop into a dance phrase. They will use their dance phrases to manipulate movement, create compositions and experience elements of choreographic design.	1.1, 1.2 1.3, 1.4 2.1, 2.2 2.4, 2.5 2.6, 1.5		
Day 126-130 (5)	<b>Unit 6: Historical and Cultural Meaning of Dance</b> Students will learn the history of modern dance and present what they've learned to an authentic audience. Students will perform dances of various genres and cultures.	2.4, 3.1, 3.2 3.3, 3.4		
Day 131-133	<b>Unit 7: How to Interpret and Critique Dance</b> Students will form articulate justifications on their	4.1 4.2, 4.3		

(3)	views of particular dances, styles, choreography and genres and present these arguments to the class. Students will be able to give their peers both constructive criticism and positive feedback when viewing student work.	4.4, 4.5 2.1		
Day 134-140 (6)	<b>Unit 8: Making Meaningful Connections</b> Students will demonstrate knowledge of anatomy and physiology by creating a personal wellness plan that includes proper warm up and cool down techniques for dance as well as proper diet and lifelong fitness activities. Students will be able to successfully mix, edit and record their own musical accompaniment. Students will use works of art, (paintings, sculpture, etc.) to connect dance elements to line, shape, form, color, texture, and intensity.	1.1, 1.2 1.3, 1.4 5.1, 5.2 5.3, 5.4		
Day 141-183 (43)	<b>Unit 9: Dance Production</b> Students will rehearse and perform dances created by themselves, other students, and other artists with clarity of intent. Students will participate in creating the music, set, props and costumes for the end of year concert.	5.1, 1.1, 1.2, 1.3 1.4		
Day 184-185 /6 (3/4)	<b>Unit 10: Analyzing Dance</b> Student will use specific dance vocabulary to analyze, criticize and express their feelings about dance in great detail.	1.5, 4.5, 4.1, 4.2 4.3, 5.2		

**C. HONORS COURSES ONLY**

Indicate how much this honors course is different from the standard course.

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**D. BACKGROUND INFORMATION**

**Context for course (optional)**

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**History of Course Development (optional)**

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