



**F.20 Dance - Grades 9-12
Proficient to Advanced**

PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)

Provider/Publisher / Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.

Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
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Section 1: Standards Review: Dance										
PROVIDER/PUBLISHER INSTRUCTIONS:										
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			<p>Reviewer directions for Dance Standards Review:</p> <p>Columns E-H: The provider/publisher will provide a citation from the Student Edition or Student Workbook (student-facing core material, print and/or digital) for the standard. Review the cited material and score the material by determining the degree to which it meets the standard.</p> <p>◦ M = Meets the standard ◦ P = Partially meets the standard ◦ D = Does not meet the standard</p> <p>Evidence for each publisher citation is required if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G.</p> <p>◦ Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</p> <p>◦ Each score cell (column F) will turn green as you score the materials.</p>				<p>Columns I-L: The provider/publisher will provide a citation from the Teacher Edition (teacher-facing core material, print and/or digital) for the standard. Review the cited material, score the material by determining the degree to which it meets the standard, and provide evidence to support your determination:</p> <p>◦ M = Meets the standard ◦ P = Partially meets the standard ◦ D = Does not meet the standard</p> <p>◦ Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</p> <p>◦ Each score cell (column J) and evidence cell (column L) will turn green as you score the materials.</p>			
Criteria #	Standard	Level	F:20 Dance Grades 9-12	Provider/Publisher Citation from Student Edition/Workbook	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation from Teacher Edition	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback
Anchor Standard 1: Creating (Explore): Generate and conceptualize artistic ideas and work.										
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.										
Essential Question: Where do choreographers get ideas for dances?										
1	DA: Cr1.1.a	HS Proficient	Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.							
2	DA: Cr1.1.b	HS Proficient	Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.							
3	DA: Cr1.1.lla	HS Accomplished	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.							
4	DA: Cr1.1.llb	HS Accomplished	Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.							
5	DA: Cr1.1.lla	HS Advanced	Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.							
6	DA: Cr1.1.llb	HS Advanced	Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.							
Anchor Standard 2: Creating (Plan): Organize and develop artistic ideas and work.										
Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.										
Essential Question: What influences choice-making in creating choreography?										
7	DA: Cr2.1.a	HS Pr	Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.							
8	DA: Cr2.1.b	HS Pr	Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.							
9	DA: Cr2.1.lla	HS Acc	Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.							
10	DA: Cr2.1.llb	HS Acc	Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.							
11	DA: Cr2.1.lla	HS Adv	Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.							
12	DA: Cr2.1.llb	HS Adv	Construct an artistic statement that communicates a personal, cultural and artistic perspective.							
Anchor Standard 3: Creating (Revise): Refine and complete artistic work.										
Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.										
Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?										
13	DA: Cr3.1.a	HS Pr	Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.							
14	DA: Cr3.1.b	HS Pr	Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.							
15	DA: Cr3.1.lla	HS Acc	Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.							
16	DA: Cr3.1.llb	HS Acc	Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).							
17	DA: Cr3.1.lla	HS Adv	Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.							
18	DA: Cr3.1.llb	HS Adv	Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).							
Anchor Standard 4: Performing (Express): Select, analyze, and interpret artistic work for presentation.										
Enduring Understanding: Space, time, and energy are basic elements of dance.										
Essential Question: How do dancers work with space, time and energy to communicate artistic expression?										
19	DA: Pr4.1.a	HS Pr	Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.							
20	DA: Pr4.1.b	HS Pr	Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.							
21	DA: Pr4.1.c	HS Pr	Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.							

45	DA: Re7.1.IIa	HS Acc	Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.								
46	DA: Re7.1.IIb	HS Acc	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.								
47	DA: Re7.1.IIIa	HS Adv	Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.								
48	DA: Re7.1.IIIb	HS Adv	Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.								
Anchor Standard 8: Responding (Interpret): Interpret intent and meaning in artistic work.											
Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.											
Essential Question: How is a dance interpreted?											
49	DA: Re8.1.Ia	HS Pr	Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.								
50	DA: Re8.1.IIa	HS Acc	Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre specific dance terminology.								
51	DA: Re8.1.IIIa	HS Adv	Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.								
Anchor Standard 9: Responding (Critique): Apply criteria to evaluate artistic work.											
Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.											
Essential Question: What criteria are used to evaluate dance?											
52	DA: Re9.1.Ia	HS Pr	Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.								
53	DA: Re9.1.IIa	HS Acc	Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.								
54	DA: Re9.1.IIIa	HS Adv	Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.								
Anchor Standard 10: Connecting (Synthesize): Synthesize and relate knowledge and personal experiences to make art.											
Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.											
Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?											
55	DA: Cn10.1.Ia	HS Pr	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.								
56	DA: Cn10.1.Ib	HS Pr	Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.								
57	DA: Cn10.1.IIa	HS Acc	Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.								
58	DA: Cn10.1.IIb	HS Acc	Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.								
59	DA: Cn10.1.IIIa	HS Adv	Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.								
60	DA: Cn10.1.IIIb	HS Adv	Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.								
Anchor Standard 11: Connecting (Relate): Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding											
Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.											
Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?											
61	DA: Cn11.1.Ia	HS Pr	Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.								
62	DA: Cn11.1.IIa	HS Acc	Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.								
63	DA: Cn11.1.IIIa	HS Adv	Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.								

Section 2: Arts Content Review									
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FOCUS AREA 1 DISCIPLINARY LITERACY:									
Instructional materials incorporate reading, writing, and communicating within the arts disciplines.									
1	Instructional materials provide students with multiple opportunities to engage with authentic sources that represent the language and style that is used and produced by performers/artists/technicians in each of the five arts disciplines: dance, media arts, music, theatre, and visual arts.								
2	Instructional materials regularly engage students in speaking/listening, reading/writing, and performing cultural art activities. (Culture: Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food.)								
3	Instructional materials provide a coherent sequence of authentic sources that use vocabulary and knowledge over the course of study in each of the five arts disciplines: dance, media arts, music, theatre, and visual arts. Vocabulary is addressed as needed in the materials but not taught in isolation of deeper learning.								
4	Instructional materials address the necessity of using the five arts' disciplines (dance, media arts, music, theatre, and visual arts) across the curriculum.								
FOCUS AREA 2 LEARNING PROGRESSIONS:									
Instructional materials provide purposeful sequencing of teaching and learning expectations across multiple developmental stages.									
5	Instructional materials guide students to apply critical thinking skills to convey meaning to the presentation of artistic work.								
6	Instructional materials provide students with multiple opportunities to revisit their learning around the National Core Arts Standards (NCAS).								
7	Instructional materials provide goals for learning that are integrated as three-dimensional learning.								
8	Instructional materials interpret intent and meaning in artistic work to focus students on learning goals.								
9	Instructional materials provide criteria for evaluating artistic work.								
FOCUS AREA 3 AUTHENTICITY AND RELEVANCE:									
Instructional materials are authentic to the five arts' disciplines and relevant to the students of New Mexico.									
10	Instructional materials are authentic to the regulation of the five arts disciplines and are diverse in text type.								
11	Instructional materials reference New Mexico artists and their produced artwork.								
FOCUS AREA 4 SCAFFOLDING AND SUPPORTS:									
Instructional materials include instructional strategies that facilitate students' development as they build on prior knowledge and internalize new information.									
12	Teacher materials include information on the arts disciplines; background knowledge in the content area; support in three-dimensional learning; learning progressions; common student misconceptions and suggestions to address them; and guidance targeting speaking/reading/writing in an arts curriculum.								
13	Instructional materials guide students to share their knowledge and experiences in relation to the topic at the beginning of an instructional unit.								
14	Instructional materials guide students to build an understanding of standard operating procedures that include safety guidelines, procedures, and equipment.								

Section 2: All Content Review									
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FOCUS AREA 1 COHERENCE:									
Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.									
1	Instructional materials address the full content contained in the standards for all students by grade level.								
2	Instructional materials support students to show mastery of each standard.								
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.								
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.								
FOCUS AREA 2 WELL-DESIGNED LESSONS:									
Instructional materials take into account effective lesson structure and pacing.									
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments show a purposeful sequencing of teaching and learning expectations.								
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.								
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.								
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.								
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.								
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.								
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.								
FOCUS AREA 3 RESOURCES FOR PLANNING:									
Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.									
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit. (Publisher citation only required.)								
13	Instructional materials support teachers with instructional strategies to help guide students' academic development.								
14	Instructional materials include a Teacher Edition with useful annotations and suggestions on how to present the content in the student edition and in the supporting material.								
15	Instructional materials integrate opportunities for digital learning, including interactive digital components.								
FOCUS AREA 4 ASSESSMENT:									
Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.									
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. (Adopted New Mexico Content Standards for 2022: New Mexico Social Studies Standards and New Mexico Core Arts Standards)								
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.								
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation and/or acceleration.								
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.								
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.								
FOCUS AREA 5 EXTENSIVE SUPPORT:									
Instructional materials give all students extensive opportunities and support to explore key concepts.									
21	Instructional materials can be customized or adapted to meet the needs of different student populations.								
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.								
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.								
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement. (Publisher citation only required.)								
25	Instructional materials include opportunities for all students that encourage and support creative thinking and effective problem-solving skills.								
FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:									
Instructional materials represent a variety of cultural and linguistic perspectives.									
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.								

27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.							
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.							
FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS: Instructional materials highlight diversity in culture and language through multiple perspectives.								
29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.							
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.							
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.							
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.							