

Dance (Off Campus)

Regulations #5460 High School Graduation (Option 2)

Option Two Programs and Guidelines

(N.J.A.C. 6A:8-5.1(a)1ii)

Option Two extends flexibility at the local level by allowing schools to choose from an array of models for developing activities or programs linked to the NJ Student Learning Standards, such as: interdisciplinary and theme-based programs; independent study; co-curricular and extracurricular activities; magnet programs; student exchange programs; distance learning opportunities; internships; community service; or other structured learning experiences.

General Procedures

Applications for Option Two programs are located in the guidance office and on the guidance web page. students must complete and submit an application by August 1st for the fall semester and by January 1st for the spring semester.. In order to be awarded credit, prior administrative approval by the department supervisor, director of guidance, and principal must be obtained before enrolling in any Option Two programs

Teachers and instructors must be certified and properly licensed by the appropriate state agencies. Teachers and instructors must present certification upon request and be approved by the Board of Education.

Any costs incurred as a result of an Option Two program will be the responsibility of the parent/ guardian. The Board of Education will not assume any responsibility for any fees associated with this program.

The teacher or instructor will record student achievement and attendance for the duration of the course. Progress will be reported every five weeks in the form of progress reports and report cards to parents as in any other course. This documentation, as well as a statement of assurances, will be submitted to the Director of Guidance before credit is awarded.

REQUEST OPTION TWO PROGRAM- DANCE (Off-campus)

Date of Application: ____/____/____

Print Name: _____

Required information:

- Name of dance school or program, name of instructor, and instructor credentials
- Copy of course description
- Proof of enrollment in course
- Official program schedule
- Time logs must be submitted as indicated on the chart located in the regulations. Completion of 27.5 hours of instruction/classes is required for one credit. Time logs not submitted the week of the due date will be reduced in credit. Written evidence of attaining compliance with NJSL standards during activity submitted with time logs for each period.
- Submit a log of hours, and maintain a portfolio with video which will be graded using a performance rubric.

OPTION TWO PROGRAMS

- Prior administrative approval by the department supervisor, director of guidance, and principal must be obtained before enrolling in any Option Two programs to insure that the program requested covers the same objectives and NJSL standards as those of the respective Mahwah High School course.
- Any costs incurred as a result of an Option Two program will be the responsibility of the parent/guardian. The Board of Education will not assume any responsibility for any fees associated with this program.

Option Two Program	Grade, Credit, Rank	Description
Dance (off campus programs)	Pass/ Fail grade awarded Elective credits count toward graduation requirements. Not included in GPA & class rank.	Grade 9-12 students may earn credits by participating in an approved and accredited dance program of study that fulfills the NJ Student Learning Standards for Dance. Applicants must demonstrate <u>with documentation</u> that the program meets or exceeds each of the NJ Student Learning Standards for that area. Applications must be submitted four weeks before each semester. Therefore, students must complete and submit an application by August 1st for the fall semester and by January 1st for the spring semester. In order to be awarded credit, prior administrative approval by the department supervisor, director of guidance, and principal must be obtained before enrolling in any Option Two Program. Teachers and instructors must be certified and properly licensed by the appropriate state agencies. Teachers and instructors must present certification upon request and be approved by the Board of Education. Students submit a log of hours, and a portfolio with video which will be graded using a performance rubric. Prior approval must be obtained from the Performing arts supervisor. Dance is a performing art and is not an eligible for physical education credit. Coordinated and supervised by Miriam Lezanski, Supervisor

Criteria for course credit:

The student must attend and successfully complete the appropriate program requirements in order to receive credit. Credit will be awarded upon verification of attendance and a passing grade indicated in writing from the school or program.

Parents are responsible for the safety, insurance, and conduct of the student while traveling between school, the program, and home. Students are covered by the parents' insurance while at their program and in transit

Parent Signature _____

Date _____

Student Signature _____

Date _____

Approval to enroll in an Option Two Program for credit

Dept. Supervisor Signature _____

Date _____

Principal Signature _____

Date _____

Dance Standards

Draft 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 2.1 Dance Standards by the End of Grade 12

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

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?

Practice: Explore

Performance Expectations:

Proficient

- 2.1.12prof.CR1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
- 2.1.12prof.CR1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.

Accomplished

- 2.1.12acc.CR1a: Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
- 2.1.12acc.CR1b: Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.

Advanced

- 2.1.12adv.CR1a: Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice, and communicate artistic intent.
- 2.1.12adv.CR1b: 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: Organizing and developing ideas.

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?

Practice: Plan

Performance Expectations:

Proficient

- 2.1.12prof.CR2a: Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
- 2.1.12prof.CR2b: Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

Accomplished

- 2.1.12acc.CR2a: Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
- 2.1.12acc.CR2b: 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.

Advanced

- 2.1.12adv.CR2a: Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.
- 2.1.12adv.CR2b: Develop artistic statements that reflect personal aesthetics of self-generated dance studies.

Anchor Standard 3: Refining and completing products.

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?

Practice: Revise

Performance Expectations:

Proficient

- 2.1.12prof.CR3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.
- 2.1.12prof.CR3b: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).

Accomplished

- 2.1.12acc.CR3a: Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
- 2.1.12acc.CR3b: Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).

Advanced

- 2.1.12adv.CR3a: Refine the artistic intent of a dance by manipulating choreographic devices, dance structures, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent.
- 2.1.12adv.CR3b: Create a portfolio of original dances, using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product.

Performing

Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.

Essential Question: How is the body used as an instrument for technical and artistic expression?

Practices: Embody, Execute

Performance Expectations:

Proficient

- 2.1.12prof.P1a: Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.
- 2.1.12prof.P1b: Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.
- 2.1.12prof.P1c: Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.
- 2.1.12prof.P1d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, pilates).
- 2.1.12prof.P1e: Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

Accomplished

- 2.1.12acc.P1a: Research healthful strategies essential for dancers and modify personal practice based on findings.
- 2.1.12acc.P1b: Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
- 2.1.12acc.P1c: Maintain optimal alignment and adjust the placement shifting energy of the body while traveling through space and preceding and following jumps.
- 2.1.12acc.P1d: Develop a personal conditioning practices, using different body conditioning techniques, that improves range of motion, muscular flexibility, strength, and endurance to enhance performance.
- 2.1.12acc.P1e: Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.

Advanced

- 2.1.12adv.P1a: Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life.
- 2.1.12adv.P1b: Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements.
- 2.1.12adv.P1c: Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.
- 2.1.12adv.P1d: Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.
- 2.1.12adv.P1e: Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres.

Anchor Standard 5: Selecting, analyzing, and interpreting work.

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?

Practice: Express

Performance Expectations:

Proficient

- 2.1.12prof.P2a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.

- 2.1.12prof.P2b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
- 2.1.12prof.P2c: Perform planned and improvised movement sequences and dance combinations, with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).

Accomplished

- 2.1.12acc.P2a: Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
- 2.1.12acc.P2b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
- 2.1.12acc.P2c: Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

Advanced

- 2.1.12adv.P2a: Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
- 2.1.12adv.P2b: Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic). Work with and against rhythm of accompaniment or sound environments.
- 2.1.12adv.P2c: Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

Anchor Standard 6: Conveying meaning through art.

Enduring Understandings: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Questions: What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

Practice: Present

Performance Expectations:

Proficient

- 2.1.12prof.P3a: Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
- 2.1.12prof.P3b: Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.
- 2.1.12prof.P4c: Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and

apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.

- 2.1.812prof.P4d: Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.

Accomplished

- 2.1.12acc.P3a: Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.
- 2.1.12acc.P3b: Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
- 2.1.12acc.P4c: Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
- 2.1.812acc.P4d: Select and organize alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.

Advanced

- 2.1.12adv.P3a: Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.
- 2.1.12adv.P3b: Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions-oriented to achieve performance excellence.
- 2.1.12adv.P4c: Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance.
- 2.1.812adv.P4d: Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question: How is a dance understood?

Practice: Analyze

Performance Expectations:

Proficient

- 2.1.12prof.R1a: Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
- 2.1.12prof.R1b: Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.

Accomplished

- 2.1.12acc.R1a: Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.
- 2.1.12acc.R1b: 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.

Advanced

- 2.1.12adv.R1a: Use genre-specific dance terminology to analyze dance works from a variety of dance genres and reflecting recurring patterns of movement and their relationships in well-structured and meaningful choreography.
- 2.1.12adv.R1b: Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, and/or cultural movement practices. Use genre-specific dance terminology.

Anchor Standard 8: Applying criteria to evaluate products.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

Practice: Critique

Performance Expectations:

Proficient

- 2.1.12prof.R2a: Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Accomplished

- 2.1.12acc.R2a: Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Advanced

- 2.1.12adv.R2a: Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and or cultural movement practice to formulate artistic expression.

Anchor Standard 9: Interpreting intent and meaning.

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 dance interpreted?

Practice: Interpret

Performance Expectations:

Proficient

- 2.1.12prof.R3a: Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements, and context enhance meaning and support intent using genre specific dance techniques.

Accomplished

- 2.1.12acc.R3a: Analyze and discuss how the elements of dance, execution of dance movements, and context contribute to artistic expression in a variety of genres, styles, or cultural movement practices using genre specific terminology.

Advanced

- 2.1.12adv.R3a: Analyze and interpret how the elements of dance, execution of dance movements, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

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?

Practice: Synthesize

Performance Expectations:

Proficient

- 2.1.12prof.C1a: Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.
- 2.1.12prof.C1b: Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.

Accomplished

- 2.1.12acc.C1a: Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
- 2.1.12acc.C1b: Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.

Advanced

- 2.1.12adv.C1a: Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
- 2.1.12adv.C1b: Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Questions: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Practice: Relate

Performance Expectations:

Proficient

- 2.1.12prof.C2a: Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from which the dances originate.

Accomplished

- 2.1.12acc.C2a: Analyze how the role of dance in a global society has influenced various cultures, societies, historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from which the dances originate.

Advanced

- 2.1.12adv.C2a: Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes and perspectives. Evaluate how dance movement, characteristics, techniques and artist criteria relate to the ideas and perspectives of the people from which the dances originate.

Moving Across Borders Dance Rubric

Criterion	— 4 — Advanced Proficient <i>Exemplary</i>	— 3 — Proficient <i>Competent</i>	— 2 — Basic <i>Beginning</i>	— 1 — Unscoreable or <i>Unsatisfactory</i>
Technical	Consistently demonstrates rhythmic acuity within a musical phrase	Frequently demonstrates accuracy in movement	Inconsistently accurate, or mistaken perception of movement task	Limited understanding of movement fundamentals
Rhythmic	Accurately and consistently fulfills a musical phrase	Frequently fulfills a musical phrase with accuracy	Inconsistent execution of movement in relationship to music	False perception of musicality and beat
Musicality	Consistently sequences phrases with style corresponding to music	Frequently performs movements correlating to music	Inconsistent response to music	Very limited or absent physical response to music
Ensemble/Spatial	Consistently sensitive to group interactions in space	Generally sensitive to group interactions in space	Inconsistent awareness of members of the core	Erratic movement and behavior within the group
Consistency	Consistently cohesive performance	Generally cohesive performance	Inconsistently cohesive performance	Lack of cohesiveness
Sequencing	Processes movement information accurately and skillfully	Frequently processes movement information accurately	Inconsistent replication of movement motifs	Difficultly replicating movement motifs
Dynamics	Consistently expresses emotionality through movement	Frequently expresses emotionality through movement	Inconsistent demonstration of qualitative variety in movement	Lacks understanding of qualitative variety in movement
Coordination	Consistently performs synchronized tasks with agility	Frequently performs synchronized tasks with agility	Inconsistent bodily kinesthetic awareness	Lack of bodily kinesthetic awareness
Direction of Focus	Skillfully uses a wide array of physical actions	Frequently moves different energies	Inconsistent knowledge of stylizations of movement	Lacks physical expression
Use of Weight	Fluency in weight distribution as function of character development	Mostly effective display of believable weight distribution	Inconsistent use of weight distribution	No understanding of weight centering
Use of Space	Strong understanding of all spatial requirements	Good understanding of most spatial requirements	Inconsistent understanding of spatial requirements	Very weak or no understanding of spatial requirements
Movement quality	Skillfully uses a wide array of physical effort actions	Frequently moves with different energies	Inconsistent stylization of movement	Stilted or no movement knowledge
Innovation	Intent on discovering new movement	Sometimes tries new ideas and fresh approaches	Makes most movement choices based on established vocabulary	Relies on weak movement vocabulary
Implementation of creation	Views projects holistically and responds creatively	Analyzes and synthesizes new ideas	Identifies creative play and attempts to find new movement solutions	Maintains familiar creative range
Self-regulation	Consistently maintains strong focus on the creative process	Generally maintains focus on the creative process	Inconsistent focus on the creative process	Lack of focus on the creative process
Self-reliance	Consistently self-reliant, asks questions when necessary	Generally self-reliant, asks questions as self-check	More reliant on others than self, seeks assistance for most problems	Loses focus when faced with problems, does not ask questions
Self-awareness	Consistently self-aware, recognizes range of creativity options	Generally self-aware, recognizes many creativity options	Inconsistently self-aware, often fails to recognize creativity options	Little or no self-awareness, does not recognize creativity options