

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Beginning Dance

CAC Approval Date: December 3, 2025 Board Approval Date: January 15, 2026	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: VAPA Elective Area (if applicable): Fine Arts
Prerequisite(s): None	Corequisite(s): None
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (f) Visual and Performing Arts	
Graduation Requirement: Yes	
Course Intent: District Course, Site Specific Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415	

**1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

In Beginning Dance students will be introduced to dance as an art form, a physical activity, a language, and an academic discipline. The focus will be on the development of beginning skills through the study and performance of various techniques and styles of dance including Ballet, Contemporary, Jazz, Modern, Musical Theater, Tap, Hip-Hop, and a variety of cultural dance styles. Influences from famous dancers and choreographers will be introduced. Students will have the opportunity to learn choreography from a variety of genres to perform in a fall and spring showcase. This course combines the practice of dance technique with the history of dance, as well as the scientific foundations of movement and can be used to satisfy the Visual and Performing Arts requirement for graduation.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Jazz	*What are the foundational elements of jazz? *How do dancers use space, time, and energy to communicate artistic expression? *How do dancers use their bodies to communicate ideas or feelings?	*Informal teacher observations *Student discussions *Self-assessments *Journal Checks *Exit tickets	*Formal presentation *Formal performances *Quizzes *Culminating Journal Submission
All lessons will adhere to the core artistic processes: CREATING, PERFORMING, RESPONDING, CONNECTING			
2. Musical Theater	*How can a dancer use movement to tell a story? *What is the role of a choreographer in creating a dance piece?	*Informal teacher observations *Student discussions *Self-assessments *Journal Checks *Exit tickets	*Formal presentation *Formal performances *Quizzes *Culminating Journal Submission
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3. Modern / Contemporary	*What are the foundational elements of Modern / Contemporary? *How does improvisation help dancers to connect to the space around them and impact their movement?	*Informal teacher observations *Student discussions *Self-assessments *Journal Checks *Exit tickets	*Formal presentation *Formal performances *Quizzes *Culminating Journal Submission
All lessons will adhere to the core artistic processes: CREATING, PERFORMING, RESPONDING, CONNECTING			
4. World Cultural Dance	*How does dance reflect and preserve cultural heritage? *How have historical events and social changes influenced different dance forms?	*Informal teacher observations *Student discussions *Self-assessments *Journal Checks *Exit tickets	*Formal presentation *Formal performances *Quizzes *Culminating Journal Submission
All lessons will adhere to the core artistic processes: CREATING, PERFORMING, RESPONDING, CONNECTING			

CONNECTING			
5. Showcase Preparation	*How can a dancer interpret a piece of music through their movement? *How does collaboration contribute to the creation of a dance performance? *What are the responsibilities of a dancer within a group? *How can a dancer build confidence and stage presence?	*Informal teacher observations *Student discussions *Self-assessments *Journal Checks *Exit tickets	*Formal presentation *Formal performances *Final Evaluations
All lessons will adhere to the core artistic processes: CREATING, PERFORMING, RESPONDING, CONNECTING			
6. Hip Hop	*What are the foundational elements of Hip Hop? *How does Hip Hop culture continue to influence the art form? *What are some of the ways Hip Hop dance has evolved in the last 50 years?	*Informal teacher observations *Student discussions *Self-assessments *Journal Checks *Exit tickets	*Formal presentation *Formal performances *Quizzes *Culminating Journal Submission
All lessons will adhere to the core artistic processes: CREATING, PERFORMING, RESPONDING, CONNECTING			
7. Tap	*What are the foundational elements of Tap? *How does musicality and rhythm enhance the production of this dance genre?	*Informal teacher observations *Student discussions *Self-assessments *Journal Checks *Exit tickets	*Formal presentation *Formal performances *Quizzes *Culminating Journal Submission
All lessons will adhere to the core artistic processes: CREATING, PERFORMING, RESPONDING, CONNECTING			
8. Ballet	*What are the foundational elements of ballet? *How can dancers improve their physical strength, flexibility and control?	*Informal teacher observations *Student discussions *Self-assessments *Journal Checks *Exit tickets	*Formal presentation *Formal performances *Quizzes *Culminating Journal Submission
All lessons will adhere to the core artistic processes: CREATING, PERFORMING, RESPONDING, CONNECTING			

9. Dancing Through the Decades (popular American dance styles)	*How did societal events impact the change in dance styles in the US? *What music influenced these dance styles?	*Informal teacher observations *Student discussions *Self-assessments *Journal Checks *Exit tickets	*Formal presentation *Formal performances *Quizzes *Culminating Journal Submission
All lessons will adhere to the core artistic processes: CREATING, PERFORMING, RESPONDING, CONNECTING			
10. Showcase Preparation	*How can a dancer interpret a piece of music through their movement? *How does collaboration contribute to the creation of a dance performance? *What are the responsibilities of a dancer within a group? *How can a dancer build confidence and stage presence? *How can we improve upon past performances?	*Informal teacher observations *Student discussions *Self-assessments *Journal Checks *Exit tickets	*Formal presentation. *Formal performances. *Final Evaluations.
All lessons will adhere to the core artistic processes: CREATING, PERFORMING, RESPONDING, CONNECTING			

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
	N/A			