

# ***X<sup>3</sup>: Explore, Extend Excel!***

2024-2025 Learning Objectives & TEKS

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## **DANCE OBJECTIVES**

Students will be able to:

- Recall and demonstrate new **choreography** each week.
- Demonstrate teamwork when working on **choreography** with their classmates.
- Recall and perform 2-3 dances at the end of residency **performance**.
- Perform **choreography** with 100% excellence, 100% of the time.

## **SCENCE AND SOCIAL STUDIES OBJECTIVES**

Students will be able to:

- Recall and demonstrate understanding of modes of transportation in Texas from 1860 to today;
- Identify components of a marine ecosystem;
- Recall the migratory patterns and life cycle of Monarch butterflies.

## **SOCIAL & EMOTIONAL LEARNING OBJECTIVES**

**Competency: SELF-AWARENESS**

**Skill: SELF-CONFIDENCE**

Dancers will demonstrate Self-Confidence by performing choreography in front of an audience, alone and in groups.

**Skill: SELF-EFFICACY**

Dancers will demonstrate Self-Efficacy by pushing themselves to participate fully; even when challenged with difficult choreography.

**Competency: SELF-MANAGEMENT**

**Skills: IMPULSE CONTROL/ SELF-DISCIPLINE/ SELF-MOTIVATION**

Dancers will demonstrate Impulse Control, Self-Discipline, AND Self-Motivation by completing all choreography in the time, space and energy required for excellence.

**Competency: SOCIAL AWARENESS**

**Skills: EMPATHY/ DIVERSITY/ PERSPECTIVE-TAKING/ RESPECT FOR OTHERS**

Dancers will demonstrate Empathy AND Respect for Others by honoring others' paths to excellence through observation and critical feedback.

**Competency: SELF-AWARENESS/RELATIONSHIP SKILLS**

**Skills: RECOGNIZING STRENGTHS/ TEAMWORK**

Dancers will analyze and identify their own and others' strengths that contribute to the success of the group's performance.

**Competency: RESPONSIBLE DECISION-MAKING**

**Skills: REFLECTING & EVALUATING**

Dancers will reflect on class success and challenges and determine strategies for improvement.



## **SCIENCE TEKS**

**(9) Organisms and environments.** The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:

- (A) identify the basic needs of plants and animals;
- (B) identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things; and
- (C) compare the ways living organisms depend on each other and on their environments such as through food chains.

## **SOCIAL STUDIES TEKS**

**(4) History.** The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

- (C) explain the effects of the railroad industry on life in Texas, including changes to cities and major industries;

**(8) Geography.** The student understands how people adapt to and modify their environment. The student is expected to:

- (A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;

## **HOUSTON ISD DANCE TEKS**

**DANCE.3–5.1.1** Demonstrate basic kinesthetic and spatial awareness individually and in groups.

**DANCE.3–5.1.2** Apply basic dance vocabulary and analyze movement sequences within dance elements: body, movement, space, energy, time, and relationships.

**DANCE.3–5.1.3** Analyze and apply connections between dance fitness, nutrition, and a healthy body.

**DANCE.3–5.1.4** Understand, apply, and build dance technique by practicing basic skills of creative movement, dance genres, styles, or forms.

**DANCE.3–5.3.1** Demonstrate kinesthetic awareness when performing movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.

**DANCE.3–5.3.2** Practice performance skills of memorized dance patterns and improvised movement sequences with focus, confidence, clarity, and expression to convey meaning.

**DANCE.3–5.5.1** Analyze, evaluate, and perform movement sequences or dances communicating and expressing feelings, concepts, and/or ideas.

**DANCE.3–5.5.2** Evaluate and apply dance content, meanings, or social/cultural context within the dance observed and/or performed.

**DANCE.3–5.5.3** Respond and evaluate to dance verbally, in writing, and/or performing to revise movement choices based on feedback and communication of artistic intent.

**DANCE.3–5.5.4** Analyze, evaluate, and apply the differences of artistic choices and their effects on audience and/or performer.



**DANCE.3–5.5.3** Respond and evaluate to dance verbally, in writing, and/or performing to revise movement choices based on feedback and communication of artistic intent.

**DANCE.3–5.5.4** Analyze, evaluate, and apply the differences of artistic choices and its effects on audience and/or performer.

### **PHYSICAL EDUCATION TEKS:**

**In Grades 3-5,** students continue to develop strength, endurance, and flexibility. Students can demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process.

**In Grades 3 – 5: Intro Social development.** The student understands basic components such as strategies and rules of structured physical activities including but not limited to, games, sports, dance.

**In grades 3-5: Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

- (A) follow rules, procedures, and etiquette.
- (B) persevere when not successful on the first try in learning movement skills; and
- (C) accept and respect differences and similarities in physical abilities of self and others.

**In Grades 4 – 5,** The students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle.

**3.1A:** Travel forward, sideways, and backwards and change direction quickly and safely in dynamic situations.

**3.1B:** Demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations.

**3.3A:** Describe and select physical activities that provide enjoyment and challenge.

**4.1C:** Combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences.

**4.1E:** Perform sequences that include traveling, showing good body control combined with stationary balances on various body parts.

**4.1G:** Transfer weight along and over equipment with good body control.

**4.1I:** Perform basic folk dance steps such as grapevine and step-together-step.

**5.Intro.2:** Fifth grade students demonstrate competence such as improved accuracy in manipulative skills in dynamic situations. Students continue to assume responsibility for their own safety and the safety of others. Students continue to learn the etiquette of participation and can resolve conflicts during games in acceptable ways.

**5.6B:** Explain the concept and importance of teamwork.