

X³: Explore, Extend Excel!

2025-2026 Learning Objectives & TEKS

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 in their end of residency **performance**.
- Perform **choreography** with 100% excellence, 100% of the time.

SOCIAL STUDIES OBJECTIVES

Students will be able to:

- Identify characteristics of a strong community, including the right to and importance of voting;
- Identify at least three historical figures whose work made the world a better place for all;
- Demonstrate mapping concepts and vocabulary.

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.

SOCIAL STUDIES TEKS

Grade 3

Students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.

(5) Throughout social studies in Kindergarten–Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills.

Knowledge and Skills

(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(A) describe how individuals, events, and ideas have changed communities, past and present;

(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and

(4) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community;

(9) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:

(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

(B) identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship;

(C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting;

(E) use voting as a method for group decision making.



(11) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:

- (A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains; and
- (B) identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes.

(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (D) express ideas orally based on knowledge and experiences;
- (E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

(16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

- (B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Grade 4

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

Knowledge and Skills

(15) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:

- (A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;
- (C) explain the duty of the individual in state and local elections such as being informed and voting;
- (D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals;
- (F) use voting as a method for group decision making.

(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (C) express ideas orally based on research and experiences;

(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:



(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Grade 5

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

Knowledge and Skills

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.

(17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels;

(C) use voting as a method for group decision making.

(24) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps;

(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

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, 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 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) Persist when not successful on the first try in learning movement skill; 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 forms 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 concepts and importance of teamwork.