

DANCE - Creating 1

Anchor Standard 1: Generate and conceptualize artistic ideas and work.													
Enduring Understanding(s): Developing creativity in dance requires experimentation and exploration using a variety of sources as inspiration for movement to represent personal and/or symbolic meaning.													
Essential Question(s): Where do choreographers get ideas for dances?													
	Pre K DA.1.CR1.PK	Kindergarten DA.1.CR1.K	1st DA.1.CR1.1	2nd DA.1.CR1.2	3rd DA.1.CR1.3	4th DA.1.CR1.4	5th DA.1.CR1.5	6th DA.1.CR1.6	7th DA.1.CR1.7	8th DA.1.CR1.8	HS Proficient DA.1.CR1.HS1	HS Accomplished DA.1.CR1.HS2	HS Advanced DA.1.CR1.HS3
Exploring	1. Respond in movement to a variety of sensory stimuli (e.g., music/sound, animals, toys, narrative/story).	1. Respond in movement to a variety of stimuli (e.g., images, symbols, adverbs, adjectives, elements of nature, tactile, emotions).	1. Explore movement inspired by a variety of stimuli and identify the sources of movement inspiration..	1. Explore movement inspired by a variety of stimuli and suggest additional sources for movement ideas.	1. Experiment with a variety of self-identified stimuli for movement (e.g., text, images, observed dance, personal experiences,	1. Identify ideas for choreography generated from a variety of stimuli (e.g., notation, emotions, observed dance, personal experiences).	1. Build content for choreography using several stimuli (e.g., literary forms, natural phenomena, current news, social events).	1. Relate similar or contrasting ideas to develop choreography using a variety of stimuli.	1. Compare a variety of stimuli and make selections to expand movement vocabulary and artistic expression.	1. Implement movement from a variety of stimuli to develop dance content for an original dance.	1. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study.  2. Analyze the process and the relationship between the stimuli and the movement.	1. Collaborate with others to share creative sources and ideas for choreography designed to communicate artistic intent.	1. Experiment and take risks to discover a personal voice to communicate artistic intent.

DANCE - Creating 2

<b>Anchor Standard 2:</b> Organize and develop artistic ideas and work. <b>Enduring Understanding(s):</b> The elements of movement, structural dance forms, and the conventions of dance serve as both a foundation and departure point for choreographers. Meaningful choices and influences by personal, aesthetic, and cultural criteria give dance works form, structure, style, content, context, and purpose. <b>Essential Question(s):</b> How do choreographers use structure and choices to create meaningful and aesthetic choreography?													
	Pre K DA.2.CR2.PK	Kindergarten DA.2.CR2.K	1st DA.2.CR2.1	2nd DA.2.CR2.2	3rd DA.2.CR2.3	4th DA.2.CR2.4	5th DA.2.CR2.5	6th DA.2.CR2.6	7th DA.2.CR2.7	8th DA.2.CR2.8	HS Proficient DA.2.CR2.HS1	HS Accomplished DA.2.CR2.HS2	HS Advanced DA.2.CR2.HS3
Planning	1. Improve movement that starts and stops on cue and expresses an idea.	1. Improve movement that has a beginning, middle, and end and expresses an idea.	1. Create a series of movements with a beginning, middle, and end.	1. Create a dance phrase with a clear beginning, middle, and end that has a main idea.	1. Create a simple movement combination using other dance structures (e.g., AB, ABA, theme and variation, repetition) that may express an idea or feeling.	1. In a group, use movement concepts (e.g., change level, direction, timing, relationships) to vary a movement combination.	1. In a group, develop a dance combination by selecting specific movement vocabulary to communicate a main idea.	1. In a group, use different dance structures and movement concepts to vary a dance combination.	1. Individually or in a group, create and vary a dance combination that communicates an artistic intent and evaluate why some movements are more or less effective than others.	1. Individually or in a group, create a complete dance that communicates personal or cultural meaning.	1. Work collaboratively using a variety of choreographic structures to develop a dance that communicates personal, social, or cultural intent.	1. Work independently using a variety of choreographic structures to create a dance that communicates personal, social, or cultural artistic intent.	1. Demonstrate fluency and personal voice in designing and choreographing an original dance.
			2. Draw a picture of the movement.	2. Draw a map or picture of the dance.		2. Discuss the effect of the movement choices.	2. Document the dance and explain reasons for movement choices.		2. Document the dance.	2. Document the dance and discuss how the dance communicates non-verbally.		2. Document the dance.	

DANCE - Creating 3

Anchor Standard 3: Refine and complete artistic work.													
Enduring Understanding(s): Choreographers and dancers analyze, evaluate, and refine their work to communicate clear meaning.													
Essential Question(s): How can I improve the quality of my work through self-reflection and feedback from others?													
	Pre K DA.3.CR3.PK	Kindergarten DA.3.CR3.K	1st DA.3.CR3.1	2nd DA.3.CR3.2	3rd DA.3.CR3.3	4th DA.3.CR3.4	5th DA.3.CR3.5	6th DA.3.CR3.6	7th DA.3.CR3.7	8th DA.3.CR3.8	HS Proficient DA.3.CR3.HS1	HS Accomplished DA.3.CR3.HS2	HS Advanced DA.3.CR3.HS3
Revising	1. Respond to suggestions for changing movement through guided improvisational experiences.	1. Apply suggestions for changing movement through guided improvisational experiences.	1. Explore suggestions to change movement within short remembered sequences.	1. Make choices to change movement from guided improvisation and/or short remembered sequences.	1. Revise movement choices in response to feedback to improve a short dance combination.	1. Revise movement choices based on peer feedback and self-reflection to improve a short dance combination.	1. Refine movements based on peer feedback and self-reflection to clarify communication of an idea within a dance combination.	1. Revise dance compositions using collaboratively developed artistic criteria.	1. Evaluate possible revisions of a dance composition based on feedback.	1. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and feedback of others.	1. Working collaboratively, revise a dance according to self-reflection and feedback from others.	1. Working independently, revise a dance according to self-reflection and feedback from others.	1. Clarify the artistic intent of one's own choreography by manipulating and refining choreographic devices and dance structures using self-reflection and feedback from others.
					2. Describe the differences the changes made in the movements.	2. Explain choices made in the process.	2. Record changes made through writing, drawings, or media technology.		2. Explain how they may clarify artistic intent.	2. Articulate the reasons for choices.			

DANCE - Creating 4

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.													
Enduring Understanding(s): Movement qualities, energies, and dynamics directly impact expression and meaning in dance.													
Essential Question(s): In what ways do movement qualities, energies, and dynamics communicate meaning or intent in a dance?													
	Pre K DA.4.CR4.PK	Kindergarten DA.4.CR4.K	1st DA.4.CR4.1	2nd DA.4.CR4.2	3rd DA.4.CR4.3	4th DA.4.CR4.4	5th DA.4.CR4.5	6th DA.4.CR4.6	7th DA.4.CR4.7	8th DA.4.CR4.8	HS Proficient DA.4.CR4.HS1	HS Accomplished DA.4.CR4.HS2	HS Advanced DA.4.CR4.HS3
Expressing	1. Move with opposing characteristics of speed (e.g., fast and slow), energy (e.g., sharp and smooth), and weight (e.g., heavy and light).	1. Match movement to musical tempo and apply different qualities to movement.	1. Recognize steady beat and move to beats at varying speeds.	1. Identify the length of time (duration) a move or phrase takes (e.g., whether it is long or short).	1. Fill specified duration of time with movement and differentiate between "in time" and "out of time" to music.	1. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond in movement to tempo changes as they occur in dance and music.	1. Dance to a variety of rhythms.	1. Accurately use accented and unaccented beats in different meters.	1. Compare and contrast movement characteristics from a variety of dance styles.	1. Use different tempos in different body parts at the same time.	1. Use expressive elements (e.g. musicality, effort, dynamic, stylistic nuance) to communicate artistic intent through the performance of dance in one or more dance style.	1. Synthesize all expressive movement elements and "dance in the moment" to convey emotional meaning with and without musical accompaniment.	1. Modulate expressive movement elements to varying levels of complexity. Work with and against rhythm of accompaniment or sound environments.
			2. Demonstrate movement that interprets descriptive words (e.g., use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and a joyful spin).	2. Choose and demonstrate movement qualities appropriate to different music selections and movement contexts.	2. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.	2. Analyze movements and phrases for use of energy and dynamic changes.	2. Contrast bound and free-flowing movements.	2. Vary muscular tension to represent different emotions and meanings as it applies to one or more dance styles.	2. Determine what dancers must do to perform them clearly.	2. Use energy and dynamics to enhance and project movements.			2. Perform expressively using a broad dynamic range for projecting meaning to an audience.

**DANCE - Performing 1**

<b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation. <b>Enduring Understanding(s):</b> Dancers work to develop artistry through the mind-body connection and use the body as an instrument for dance by building skills and techniques that promote body awareness, articulation, coordination, strength, alignment, flexibility, and endurance. <b>Essential Question(s):</b> What must a dancer do to prepare the body for artistic expression?													
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
	DA.5.PR1.PK	DA.5.PR1.K	DA.5.PR1.1	DA.5.PR1.2	DA.5.PR1.3	DA.5.PR1.4	DA.5.PR1.5	DA.5.PR1.6	DA.5.PR1.7	DA.5.PR1.8	DA.5.PR1.HS1	DA.5.PR1.HS2	DA.5.PR1.HS3
<b>Embodying</b>	1. Demonstrate basic full body locomotor and non-locomotor skills and move individual body parts.	1. Demonstrate same-side and cross-body locomotor and non-locomotor movements and body shapes with spatial awareness.	1. Demonstrate a range of locomotor and non-locomotor movements, body shapes, and directionality with spatial awareness.	1. Demonstrate a range of locomotor and non-locomotor movements and basic dance combinations that require moving through space using a variety of pathways.	1. Demonstrate dance combinations with a partner or in a group combining body shapes and movement patterns.	1. Demonstrate combinations of fundamental dance steps incorporating changes in levels and direction.	1. Recall and execute a simple dance sequence using fundamental dance steps in one or more styles.	1. Recall and demonstrate varied dance sequences with an emphasis on spatial awareness within partner and group formations in one or more dance styles.	1. Recall and demonstrate complex dance sequences with an emphasis on movement transitions in relation to musical phrasing in one or more dance styles.	1. Perform complex dance sequences with an emphasis on accurate dance technique appropriate to one or more dance styles.	1. Accurately perform and integrate a variety of dance movements, steps, skills, concepts, and patterns in complete dance sequences in one or more dance styles.	1. Integrate and embody knowledge of dance movements, concepts, and technique in choreography in varied dance styles.	1. Efficiently synthesize advanced knowledge and embodiment of dance movement, concepts, and technique in dance choreography with advanced specialization in one or more dance styles.
	2. Start and stop movement on cue, while maintaining personal space.	2. Move safely while maintaining personal space and demonstrate balance in various body positions.	2. Demonstrate balance while stationary and in motion safely, while maintaining personal space.	2. Adjust and modify movements and spatial arrangements upon request.	2. Adjust body-use to coordinate with others to safely execute movement with an awareness of body alignment.	2. Execute techniques that extend flexibility, build strength, and develop endurance.	2. Demonstrate safe body-use practices during technical exercises and movement combinations.	2. Demonstrate understanding of basic anatomy, kinesthetic awareness, and movement mechanics to develop technical dance skills and promote safe and healthful practices.	2. Understand individual physical capabilities and adjust movement accordingly.	2. Research healthy and safe practices for dancers.	2. Use kinesthetic awareness in order to enhance dance performance and prevent bodily harm.	2. Analyze and self evaluate performance ability.	2. Synthesize and apply knowledge of health practices to independently develop a personal health and conditioning program that enhances dance performance.
						3. Explain the relationship between execution of technique, safe body-use (alignment, balance, coordination), and healthful nutrition.	3. Discuss how these practices, along with healthful nutrition and a positive sense of emotional well-being enhance dance performance and prevent injuries.	3. Discuss elements of nutrition and healthy body image.	3. Discuss benefits of healthy practices and sound nutrition in dance training and how choices enhance performance.	3. Articulate personal health and performance goals and plans to reach those goals.	3. Apply knowledge of health (physical, emotional), conditioning, and principles of safe dance technique to personal practice.	3. Modify personal practices accordingly to enhance dance performance skills and prevent bodily harm.	

**DANCE - Performing 2**

<b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work. <b>Enduring Understanding(s):</b> Choreographers use and adapt elements of production to enhance communication of the artistic intent in consideration of the audience, venue, and context. <b>Essential Question(s):</b> How can elements of production heighten the meaning and artistic intent of a dance?													
	Pre K DA.6.PR2.PK	Kindergarten DA.6.PR2.K	1st DA.6.PR2.1	2nd DA.6.PR2.2	3rd DA.6.PR2.3	4th DA.6.PR2.4	5th DA.6.PR2.5	6th DA.6.PR2.6	7th DA.6.PR2.7	8th DA.6.PR2.8	HS Proficient DA.6.PR2.HS1	HS Accomplished DA.6.PR2.HS2	HS Advanced DA.6.PR2.HS3
Presenting/Producing	1. Use a simple prop as a part of a dance.	1. Dance for others in a designated space.	1. Dance for others in a space where audience and performers occupy different areas.	1. Use simple production elements (e.g., hand props or simple scenery) while performing dance for others.	1. Explore simple production elements (e.g., costumes, props, music, scenery, lighting) for a dance performed for an audience in a designated specific performance space.	1. Identify and experiment with a variety of production elements to heighten the audience's experience.	1. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	1. Compare and contrast a variety of possible production elements that would heighten the artistic intent of a dance.	1. Explore possibilities of producing dance in a variety of venues or for different audiences.	1. Collaborate to design production elements that would heighten the artistic intent of a dance performed on a stage for an audience.	1. Explore possible designs for the elements of production (e.g., venues, set, lighting, costumes, props, music, multi-media, publicity).	1. Work collaboratively to produce a dance concert on a stage.	1. Work individually or collaboratively to produce a dance performance in an alternative performance venue.
								2. Select choices and explain reasons for the decisions made.	2. Explain how the production elements and dance choreography would be adapted to different situations.	2. Explain reasons for choices.	2. Select and implement ideas that heighten the artistic intent of a dance performance.	2. Plan the production elements that would be necessary to fulfill the artistic intent of the dance choreographies.	2. Plan production elements that would be necessary to fulfill the artistic intent of the dance choreographies.

**DANCE - Responding 1 & 2**

<b>Anchor Standard 7:</b> Perceive and analyze artistic work. <b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work. (Oregon Statement: The standards writing team for Dance chose to combine Anchor Standards 7 and 8. The components and standards, below, apply to both Anchor Standards.) <b>Enduring Understanding(s):</b> The artistic intent and meaning of dance is communicated through elements of movement, structure, and cultural perspective. <b>Essential Question(s):</b> How can I “read” a dance to interpret meaning?													
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
	DA.7-8.RE1-2.PK	DA.7-8.RE1-2.K	DA.7-8.RE1-2.1	DA.7-8.RE1-2.2	DA.7-8.RE1-2.3	DA.7-8.RE1-2.4	DA.7-8.RE1-2.5	DA.7-8.RE1-2.6	DA.7-8.RE1-2.7	DA.7-8.RE1-2.8	DA.7-8.RE1-2.HS1	DA.7-8.RE1-2.HS2	DA.7-8.RE1-2.HS3
<b>Interpreting</b>	1. Observe a dance, identify a movement, and repeat it.	1. Demonstrate or describe observed dance movements.	1. Identify a movement in a dance that repeats.	1. Identify a movement from a dance that suggests an idea.	1. Identify and describe elements of dance (e.g., body parts, shapes, movement patterns, relationships, use of space, time, and effort) in an observed dance from a specific genre or culture.	1. Use elements of dance to decipher meaning in an observed dance from one or more genres or cultures.	1. Interpret meaning in a dance based on its movements.	1. Explain how the artistic intent of a dance is achieved through the elements of dance, dance structure, and context.	1. Share and discuss different interpretations of the meaning of a dance based on observations of dance elements, structure, and context using genre specific dance terminology (e.g., alignment; kick, ball-change; canon).	1. Compare the meaning of different dances based on observations of dance elements, structure, and context using genre specific dance terminology (e.g., contraction, theme and variation, downstage).	1. Select a dance and explain how aesthetic or cultural meaning is observed through relationships among dance elements, structure, and context.	1. Analyze and explain, using genre specific dance terminology, how the dance elements, structure, and context contribute to artistic intent across a variety of genres, styles, or cultural movement practices.	1. Analyze and explain, using genre specific dance terminology, how your personal socio-cultural background contributes to your perceptions and interpretations of meaning in dance.
			2. Describe it using simple dance terminology (e.g., march, tip-toe, jump).	2. Explain how the movement captures the idea using simple dance terminology (e.g., gallop, bend, turn).			2. Explain how the movements symbolize the main idea of the dance using basic dance terminology (e.g., grapevine, elbow swing, tempo).	2. Explain how these communicate the intent of the dance using genre specific dance terminology (e.g., pli�, chass�, pathways).			2. Cite specific examples in the dance to support personal perceptions and interpretations using genre specific dance terminology.		

DANCE - Responding 3

Anchor Standard 9: Apply criteria to evaluate artistic work.													
Enduring Understanding(s): Criteria for evaluating dance varies across styles and cultural and historical contexts.													
Essential Question(s): How do we evaluate the quality of dance?													
	Pre K DA.9.RE3.PK	Kindergarten DA.9.RE3.K	1st DA.9.RE3.1	2nd DA.9.RE3.2	3rd DA.9.RE3.3	4th DA.9.RE3.4	5th DA.9.RE3.5	6th DA.9.RE3.6	7th DA.9.RE3.7	8th DA.9.RE3.8	HS Proficient DA.9.RE3.HS1	HS Accomplished DA.9.RE3.HS2	HS Advanced DA.9.RE3.HS3
Evaluating	1. Find a movement that you like in a dance.	1. Pick a movement from a dance and repeat it.	1. Identify several movements in a dance and describe the characteristics that make the movements interesting.	1. Observe different dances and discuss characteristics of the dances that make them work well.	1. Select dance movements from specific genres or cultures.	1. Identify and discuss, using basic dance terminology, the characteristics that make a dance interesting or meaningful.	1. Define, using basic dance terminology, the characteristics that make dance interesting or meaningful in specific genres or cultural movement practices.	1. Compare and contrast how the elements of dance are used differently in a variety of dance genres and how the elements contribute to meaning of dances.	1. Discuss the characteristics and artistic intent of a dance.	1. Recognize varied dance styles and compare and contrast their cultural and aesthetic forms and values using genre-specific dance terminology.	1. Use artistic criteria to determine what makes an effective performance.	1. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and range of perspectives. Use genre-specific dance terminology.	1. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression.
	2. Explain why it is fun to do.	2. Explain why you like it.	2. Talk about why they were chosen.	2. Explain why, using simple dance terminology.	2. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.	2. Apply those characteristics to a variety of dances observed.	2. Relate them to the elements of dance.		2. Develop artistic criteria to critique the dance using genre-specific terminology.				2. Evaluate a dance based on artistic criteria, using genre specific dance terminology.

**DANCE - Connecting 1**

<b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art. <b>Enduring Understanding(s):</b> Dance reflects personal identity, values, and beliefs through how one creates, performs, and responds to dance. <b>Essential Question(s):</b> How does dance relate to and develop personal identity, values, and beliefs?													
	Pre K DA.10.CO1.PK	Kindergarten DA.10.CO1.K	1st DA.10.CO1.1	2nd DA.10.CO1.2	3rd DA.10.CO1.3	4th DA.10.CO1.4	5th DA.10.CO1.5	6th DA.10.CO1.6	7th DA.10.CO1.7	8th DA.10.CO1.8	HS Proficient DA.10.CO1.HS1	HS Accomplished DA.10.CO1.HS2	HS Advanced DA.10.CO1.HS3
<b>Personalizing</b>	1. Show a dance movement experienced at home or elsewhere.	1. Recognize and name an emotion that is experienced when watching or performing dance and relate it to a personal experience.	1. Share a personal experience and express it through dance movement.	1. Describe, create, and/or perform a dance that expresses personal meaning.	1. Compare the relationships expressed in a dance to relationships in one's own life.	1. Relate the main idea or content in a dance to one's own experiences.	1. Compare two dances with contrasting themes.	1. Observe movement characteristics observed in a specific dance genre.	1. Compare and contrast movement characteristics found in a variety of dance genres.	1. Relate connections found between different dances.	1. Analyze one's own dance or the work of others to determine the values and beliefs expressed by the dance.	1. Independently create and perform a dance that depicts key aspects of one's personal identity and values.	1. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives.
				2. Explain how certain movements express this personal meaning.	2. Explain how they are the same or different.	2. Explain how the main idea of a dance is similar to or different from one's own experiences, ideas, or perspectives.	2. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and personal experiences.	2. Describe differences and similarities about what was observed to one's own movement preferences.	2. Discuss how the movement characteristics communicate meaning and how they relate and/or differ from one's own movement characteristics or values and beliefs.	2. Discuss the relevance of the connections to the development of one's personal perspectives.			2. Reflect on and analyze the variables that contributed to changes in one's personal growth.

**DANCE - Connecting 2**

<b>Anchor Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. <b>Enduring Understanding(s):</b> Dance promotes deep knowledge and perspectives about societal, cultural, and historical contexts and promotes learning in other disciplines and areas of study. <b>Essential Question(s):</b> How does dance relate to society, culture, history, and other disciplines and areas of study?														
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	
	DA.11.CO2.PK	DA.11.CO2.K	DA.11.CO2.1	DA.11.CO2.2	DA.11.CO2.3	DA.11.CO2.4	DA.11.CO2.5	DA.11.CO2.6	DA.11.CO2.7	DA.11.CO2.8	DA.11.CO2.HS1	DA.11.CO2.HS2	DA.11.CO2.HS3	
Relating	1. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate them.	1. Observe a work of visual art. Describe what is seen and express it through movement.	1. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	1. Read or write a story and dance it.	1. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	1. Read an article of interest. Choose words from the article and generate movements that symbolize those words.	1. Write a story based on a historical, cultural, or societal issue and create a short dance that captures the essence of the story. Or, interview someone and create a short dance depicting her/his experiences or stories.	1. Relate the basic elements from different art forms with dance elements (e.g., body, relationships, space, time, force).  2. Create dance movement that integrates elements from different art forms.	1. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea.	1. Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.	1. Discuss the place of dance within society, its influence on society, and how societal norms and traditions influence dance.	1. Synthesize content from multiple disciplines (e.g., art, music, theatre, math, science, social studies, language) with dance to create a project that addresses a socio-cultural issue.	1. Investigate various dance related careers. Select those careers of most interest.	2. Develop a project that reflects a possible career choice and how one could make an impact on society through dance.