# Deland High School’s Dance Department
## 2022-2023 Course Outlines

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**Office hours:** Wednesdays 2:30 – 3:30 pm & lunch by appointment

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*Thank you!*
Deland High School’s Dance Department’s  
Dress Code, Policies, Procedures, & Student Expectations  
Dance Tech I, II, III, IV & IB

**Dance Dress Code**

The dance dress code ensures the instructor’s ability to see joint and muscle work to make necessary corrections for student safety and longevity of movement. Following the dance dress code establishes good work ethic, respect, and discipline. **Dance attire must adhere to school dress code** with the exception of the required leotard for tech II, III, and IV level dancers which may be camisole or tank, but must be worn with a cover outside of the classroom.

**Boys** – Black shorts or sweatpants with a fitted black, white, gray, green or gold t-shirt (no tank tops)

**Girls** – Black leotard that does not expose midriff or undergarments (bra straps concealed), black leggings, jazz pants, sweat pants or DHS gym shorts (NOT rolled up). T-shirt colors may be black, pink, white, gray, green or gold in color. Dance T-shirts may be purchased for class wear $10.

**Inappropriate attire for dress out:**
- Denim (jeans)
- Spandex short, shorts
- Gym shorts rolled up into short, shorts
- Tank tops, Midriff crop tops

**Appropriate footwear:**

* Dance shoes (ballet, jazz, or dance socks)

**No street shoes allowed on the dance surface at any time!**

“Street shoes” include any shoe/footwear that has been worn outside the studio. The dirt and abrasive microscopic particles cause serious damage to the Marley floor surface.

**Hair:** Hair should be secured away from the face the entire class period, preferably with a hair elastic.

**Jewelry:** Large jewelry & CELL PHONES should remain out of sight in a purse, bookbag or in Mrs. Gleason’s office during class activities.

~ **DHS IS NOT RESPONSIBLE FOR LOST OR STOLEN PERSONAL ITEMS.** ~

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**Student Supply List**
- Dance socks
- Personal water bottle  
  **Water fountain use prohibited due to Covid**
- Writing implements (pen, pencil, highlighter)
- Lined paper
- Elastic hair ties
- USB 16 GB – **IB students**

**Performance Calendar**

<table>
<thead>
<tr>
<th>Dance Works-In-Progress</th>
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<tbody>
<tr>
<td>Spacing Rehearsal Dec. 5-6</td>
</tr>
<tr>
<td>Dress Rehearsal Dec. 7</td>
</tr>
<tr>
<td>Performance Dec 8, 2022</td>
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</table>

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<tr>
<th>Spring End of Year Concert</th>
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<tr>
<td>Spacing Rehearsal May 8-9</td>
</tr>
<tr>
<td>Dress Rehearsal May 10</td>
</tr>
<tr>
<td>Performance May 11, 2023</td>
</tr>
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**Avant Garde Auditions**

2023-2024  
May 16-18, 2023

**Performance Needs**

**Females:**
- Black leggings (full length)
- Black leotard (any style)
- Black sports bra
- Black t-shirt (no logo)

**Males:**
- Black t-shirt (no logo)
- Black shorts or pants (no logo)
# Daily Classroom Procedures

## Face to Face Instruction – In the classroom

1. Report to classroom prior to the tardy bell. Remove your street shoes & place personal items by your assigned number around the perimeter of the room. Consolidate all items to this space. (shoes, bags, cell phones, etc.)

2. Dress in the class bathrooms quickly then report to your designated space on the dance floor.

3. “Do Now” activity - warm-up and review/discuss prompt with a peer near your assigned areas during attendance.

4. Participate in class activities with effort to the best of your ability.

5. Last 5 minutes designated for dress in and clean up to prepare for dismissal at the ringing of the bell.

## Quarantine Expectations – students at home

1. Daily activity logs are required for each absence. Activity logs should include 30 min. of dance or dance related activity for each absence.

2. In addition to the activity log students will be asked to briefly journal about their movement experience reflecting upon the style of class taken and what they enjoyed or disliked about each experience.

3. Activity logs and journals are due upon return to class. They may be emailed to the teacher at hbgleaso@volusia.k12.fl.us or a hard copy can be submitted to the student’s class period tray.

4. Projects and assignments covered during the quarantine period will be posted in Canvas. Once schedule changes are complete, all students will have access to classwork through this platform.

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**Note:** All students will complete & submit assignments, quizzes, projects through Canvas by the assigned due date.

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### Make-up Work & Non-participation Policies

Students who choose not to participate due to illness or personal reason may earn partial credit by completing a dance or health related magazine article summary or by submitting detailed written classroom observations. Excused medical reasons for not dressing out include: casts, stitches, surgery or a doctor’s note. A note from home will not excuse a student from participation for more than one day.

1. **Observation Papers – In class Alternative Assignment**
   Observation papers should be completed when the student has an excused tardy or cannot physically participate. Observations should include a written account of class exercises, instructions, corrections and observations for the duration of the class. Students are expected to turn papers into the instructor at the end of class to receive credit for their work. Papers will be evaluated on content and the quality of observations taken.

2. **Absentee Make-up Work (not able to complete activity log) / In-Class Alternative Assignment**
   When absent, or unable to participate in class activities, students are expected to write an article summary related to health, nutrition, fitness and or dance. Summaries are to be written in your own words and taken from articles you have read. Students have 1 day for each day absence to submit make-up article summaries. Non-dress/ non-participation articles are due in the tray at the end of class for students present wishing to earn partial credit for attendance.

#### Article Summary Requirements:

- Students full name, period, and date of the absence for the make-up assignment
- Title of the publication, page number or URL and name of author.
- Summary should be at least ½ page in length.
3. **Long Term Health Circumstances Alternative Assignment (cont’d…)**

Students with a documented long-term injury or illness will be required to submit a weekly research paper that parallels the style of dance or learning objective being covered in class. Research topics should be approved by the instructor. Each alternative paper will be researched, typed using MLA format and followed by an oral class presentation/power point. One paper & oral presentation will be required per week of missed participation.

**Assignment:** Students will be assigned research topics and be given an outline to follow for their written report. Students should include a works cited page (1 primary & 2 secondary) in their final papers. The report must be typed, one full page (350 words minimum), double spaced, 1.5 margins, and checked for grammar and spelling errors. Include a title page with the word count & image relating to your dance topic. Upon submission the student will follow with a 3-5 min oral report in front of the class. The student may also include a web link to a video example of the style to support the topic selected.

**The Bulldog Way**

2. Show up on time, every time.
3. Dude, be nice!
4. Know where to be.
5. Keep it clean.
6. Be better today than yesterday.

**Dance Classroom Rules**

1.) Cell phones NOT PERMITTED during class time. They should be stowed in your bookbag while dancing.
2.) Charging electronics in class could lead to theft! Keep your personal items (jewelry, phone, wallet, etc.) out of sight and secured. High theft problem!
3.) No use of bathroom during class instruction.
   - Bathrooms may be used at the beginning or end of class with verbal permission from the teacher.
   - No more than 2 students in the restroom at a time.
   - Bathrooms are for use during your assigned class period. **Bathroom use outside of your class time is prohibited.**
4.) Food, drink, gum & candy are not permitted in the dance room. Water bottles with a sealed top are encouraged!
5.) No hanging, leaning or sitting on bullet barres – poor dance etiquette
6.) Do not touch sound equipment, music, mirrors, TV, or other’s belongings.
7.) Avoid applying perfumes, lotions, or oil-based products prior to class.
8.) Do not spray aerosols in the classroom.
9.) Inappropriate language, bullying & behavior problems will not be tolerated. Students will be conferenced followed by parent contact then a referral if the behavior persists.
10.) All policies in the Students Code of Conduct apply to all students.

**Dance Class Etiquette**

Dancers show respect to others by:

- Being **present, prompt, prepared, productive** and **polite**.
- Not making negative, derogatory remarks or correcting other students/ teacher during class.
- Not standing in front of someone else who has established their space in the room.
- Not screaming, “I can’t see”. Raise your hand if unclear on instructions or unable to see.
- Supporting each other through verbal encouragement during class. Applause at the end for each other 😊
- **Exhibit and maintain a positive attitude, open mind, mature voice, healthy body, & a kind heart.**

Dancers show respect for the studio by:

- **Removing shoes** upon entry to study & placing shoes and personal belongings by assigned number.
- **Standing in assigned areas** after dressing in
- Not bringing food, drink, candy, or gum in the studio.
- Not writing graffiti on floors, lockers, or walls. –REFERRAL
- Not leaving garbage on the floor and placing trash in its proper place, the garbage can.
- Not hanging, leaning or sitting on the ballet barres or touching the mirrors.
**Weekly Proficiency Grade (Formative)**

<table>
<thead>
<tr>
<th>Participation</th>
<th>Non-Participation</th>
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<tbody>
<tr>
<td>Physical and verbal involvement in class</td>
<td>Sitting out – doing work for another class – on phone – does not contribute to class discussions</td>
</tr>
<tr>
<td>Attentive during instruction</td>
<td>Inattentive – off task – distracting others</td>
</tr>
<tr>
<td>Follows directions, applies feedback</td>
<td>Does not take direction or apply feedback</td>
</tr>
<tr>
<td>Consistently contributes to class discussions</td>
<td>Does not contribute or share ideas during class discussions</td>
</tr>
<tr>
<td>Completes projects, quizzes and written aspects of class</td>
<td>Does not complete projects, quizzes or written aspects of class</td>
</tr>
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**Volusia County School’s Grading Policy**

**Diagnostic** 0% (Oral discussion, journaling, quizzes, homework, & in-class studies)

*Used for screening assessment purposes to see what the student comprehends*

**Formative** 40% (Weekly proficiency, class work, in-class projects, journaling, & quizzes)

*Ongoing assessment used as feedback for the purpose of instructional decision-making*

**Summative** 60% (Skills test, written tests, extended projects, end of quarter exam)

*Assessments essential to grading; a minimum of 3 summative assessments per grading period*

**Volusia County School’s Grading Rubric**

*Note: Teacher has the authority to override the final grade if a student’s overall performance warrants it.*

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-90</td>
<td>B</td>
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<tr>
<td>70-80</td>
<td>C</td>
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<tr>
<td>60-70</td>
<td>D</td>
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<tr>
<td>0-60</td>
<td>F</td>
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**Late Work** *(Not due to excused absences)* Assignment due dates are firm. Students present in class on a project due date will be expected to present on the assigned date despite group member attendance. Late projects will result in a **loss of 10 points per day** and will be **accepted up to 4 days late**. Make-up dates for missed project/performance is the student’s responsibility and should be arranged with the teacher within this time period.

**Tardy Policy**

- **1st offense** – Verbal reminder to student of school tardy policy
- **2nd offense** – Verbal reminder to student of school tardy policy
- **3rd offense** – Parent contact
- **4th offense** – Referral

**Cell Phone Policy**

Electrical and battery-operated devices may not be used or charged during instructional time at DeLand High. This includes but is not limited to radios, IPOD’s, cell phones, and games. Cell phones cannot be used during instructional time unless a designated BYOT time as posted and verbalized by the instructor. The school is not responsible for damaged, lost, or stolen cell phones.

- **1st offense** – Verbal reminder to student of ‘The Bulldog Way’ Cell Phone Policy
- **2nd offense** – Cell phone placed in Mrs. Gleason’s office
  Each offense that follows – Parent contact and phone placed in Mrs. Gleason’s office
Dance Technique I Course # 0300310
Dance Technique II Course # 0300320

Mrs. Heather Gleason, Dance Instructor - Building 13 Room 109 – hbgleaso@volusia.k12.fl.us

Dance Technique I Course Description
This is a beginning dance course. Students will learn & perform basic dance steps in two or more dance styles chosen from ballet, jazz, modern, traditional and social dance forms and or hip-hop. Content will focus on terminology, choreography, and simple dance sequences. Activities include meeting in the classroom before the tardy bell, daily class participation, weekly quizzes, unit skills tests, projects, and cumulative exams each quarter. *Participation opportunities outside of class are optional.

Dance Technique II Course Description – Pre-requisite Dance Tech I / teacher recommendation
This dance course is a continuation of Dance Tech I with an introduction to performance. Students will learn & perform basic-intermediate dance steps in two or more dance styles chosen from ballet, jazz, modern, hip-hop, traditional, and social dance forms. Content will build upon terminology, compositional devices, and dance concepts covered in Dance Tech I. Activities include meeting in the classroom before the tardy bell, daily class participation, weekly quizzes, unit skills tests, projects, and cumulative exams each quarter. *Participation in winter works-in-progress and the end of the year concert is required of Tech II students.

NOTE: Performance assessments are broken into 3 summative grades: spacing/ blocking rehearsal, dress rehearsal, and performance. Students who do not meet eligibility criterion for required performances will be assessed in class on their performance (two separate skills tests) and commitment to the artistic process in class.

Daily Proficiency (Diagnostic & Formative)
Dance is a performing art and daily participation is a MUST to show students understanding of each style. Students are expected to show growth and technique in the quality of their movement. A maximum of 20 points are earned each day. 10 points will be awarded based upon the level of effort given, active involvement in class, and commitment to the learning process. 10 points for proper class etiquette, proper attire, hair secured, no large jewelry & no gum! Absences result in a 5 point loss but may be earned back through an alternative article summary when they return to class.

Projects & Class Work (Diagnostic, Formative and Summative)
Individual and group projects will be assigned each quarter. Projects will be based on specific criteria and will be presented, video-taped, and critiqued in class. Group projects will be presented on the due date regardless of absences. Academic aspects of the course work including vocabulary, notes, critique and oral discussion will occur intermittently throughout the week. It is each student’s responsibility to learn & catch up on missed choreography and or copy missed notes from a peer or the bulletin board when they return to class from an absence.

Tests, Quizzes & Skills Test (Diagnostic, Formative and Summative)
Quizzes, written tests, & skills tests will be given during each quarter. Quizzes will draw from terminology, movement styles, and material covered in previous classes.

End of Quarter Exam/ Midterm/ Final (Summative)
End of quarter exams will draw from terminology, movement styles, and material covered in class over the duration of each grading quarter. The final exam is cumulative.

Meet Deadlines Assignment due dates are firm. Students present in class on a project due date will be expected to present on the assigned date despite group member attendance. Late projects will result in a loss of 10 points per day and will be accepted up to 4 days late. Make-up dates for missed project/ performances is the student’s responsibility and should be arranged with the teacher within this time period.
Dance Technique III “Honors” Course Description
This honors course is a continuation of Dance Technique II and shifts focus to individual artistry and technique through performance and composition. Movement explorations will lend to the evolution of student choreography as they fully embrace the artistic process creating, revising and staging their works. Research will help students develop a deeper understanding of dance icons and their contributions to our dance history. Repertoire will expand upon their dance vocabulary which will be used in their reflection and evaluation of personal, peer and professional performances. * Participation in winter works-in-progress and the end of the year concert, one performance each semester, is a requirement of the course.

Dance Technique IV “Honors” Course Description
This honors course is a continuation of Dance Technique III highlighting the dancer’s artistry and technique through performance and compositions. Dance Tech IV students will mentor underclassmen through the revision and staging process of their works. Historical research on master works and the choreographers associated with these works will assist students in their development of a deeper understanding of how these works reflect on the social times in which they developed. Student and class repertoire will expand upon their dance vocabulary and will be used in their reflection and evaluation of personal, peer and classical performance. * Participation in winter works-in-progress and the end of the year concert, one performance each semester, is a requirement of the course.

Daily Proficiency (Diagnostic & Formative)
Dance is a performing art and daily participation is a MUST to show students understanding of each style. Students are expected to show growth and technique in the quality of their movement. A maximum of 20 points are earned each day. 10 points will be awarded based upon the level of effort given, active involvement in class, and commitment to the learning process. 10 points for proper class etiquette, proper attire, hair secured, no large jewelry & no gum! Absences result in a 5 point loss, but may be earned back through an article summary when they return to class.

Projects & Class Work (Diagnostic, Formative and Summative)
Individual and group projects will be assigned each nine-week. In class etudes are brief and demonstrate understanding of new concepts and may be weighted as diagnostic and formative assessments. Extended projects will be on-going, based on specific criteria which will be presented, video-taped, and critiqued in class and will be weighted as summative assessments. Group projects will be presented on the due date regardless of absences. Academic aspects of the course work including vocabulary, notes, critique and oral discussion will occur intermittently throughout the week. It is each student’s responsibility to copy missed notes & learn choreography from a peer when absent from class. * Late projects will result in a 10 point deduction per day.

Journaling & Quizzes (Diagnostic & Formative)
Reflective journals and quizzes will be given each quarter. Quizzes will draw from terminology, movement styles, and material covered in previous classes. Journaling assignments will allow for personal reflection and assessment on compositions and performance.

Skills Test & Performance (Summative)
At the end of each unit, students will be skills tested on their understanding of the technique, style and emotion related to class repertoire. Students are required to participate in the winter works-in-progress and the end of the year concert as part of their performance assessment at this level. Both performance assessments are broken into 3 summative assessments: spacing/ blocking rehearsal, dress rehearsal, and performance.

End of Quarter Exam/ Midterm/ Final (Summative)
There will be an end of the quarter cumulative test reflecting upon dance vocabulary, concepts covered & styles studied at the end of each grading period.
Pre-IB Dance Course Description
This course in intended to provide students with an arts and humanities orientation to dance & welcomes students who seek life enrichment through dance. Students will be introduced to the three aspects of the IB dance curriculum including: performance, composition & analysis, and a written dance investigation. Students will learn and perform dance repertoire, student choreography, & set their personal choreography as part of the composition component.

Dance Technique IV “Honors” Course Description
An “honors” component of the following courses will be available to students who complete a contract for advanced study with the teacher of the course: Dance Techniques 4. Additional research and independent study, critiques and analysis of selected works, and the preparation and exhibition of a body of work will be specified in the honors contract.
* Participation in winter works-in-progress and the end of the year concert, one performance each semester, is a requirement.

2IB Dance Course Description
2IB Dance is a continuation of pre-IB dance. During their junior year of the program students will be required to complete at least one testing submission for each component of the course including: performance, composition & analysis, and a written dance investigation abstract proposal identifying their familiar and unfamiliar dance forms.
* 2IB students are required to participation in winter works-in-progress and the end of the year concert.

3IB Dance Course Description
3IB Dance is a continuation of 2IB dance. During their senior year of the program students will be required to complete the remaining testing requirements for each component of the course including: performance, composition & analysis, and their written dance investigation. * 3IB students are required to participation in winter works-in-progress with the end of the year concert being optional participation due to testing. Afterschool rehearsals are also recommended in preparation for testing requirements.

Proficiency Students will be graded upon effort, active involvement in class and commitment to the learning process. A maximum of 20 participation points are awarded each day. Missed dress outs & non-participation results in a zero for the day. Non-participants may earn up to 15 points for written classroom observations or dance article summaries. A loss of 10 points will occur for partial dress out. Absences result in a 5pt. daily participation reduction which can be made up through the submission of an article summary the next day present in class.

(EA) Dance Investigation, Journals & Class work Journals, quizzes & class work will be drawn from terminology, assigned reading, IB requirements & material covered in previous classes. End of quarter exams weighted 10%

(EA) Composition & Analysis Projects – 2-3 projects will be assigned each quarter. Projects must communicate a clear intent & will be presented, videotaped, critiqued, and revised as part of the artistic process. Only 1 lyric submission.

(IA) Performance –Performance in the winter Works-in-progress & end of the year concert are required. Skills test will be given on the performance repertory & technique concepts covered in class. It is the student’s responsibility to make up and learn missed material/ choreography when absent or unable to participate in class activities.

Meet Deadlines Assignment due dates are non-negotiable. Late projects will lose 10 points per day. In the event of an absence, written assignments should be submitted via email or placed in my mailbox by 3pm on the due date. Dance Composition / Performances will be shown the next day present in class.

Grading Policy Notes:
• Internal Assessment dates are required for successful completion of the IB program. If these assignments are not completed by the required date students face failure of their 6th subject which could affect their IB diploma.
• Per school policy, students have 1 school day for each day absent to make up missed class work & are responsible for learning missed material/ choreography.
• The taping schedule for compositions/ performance is firm! Absences from these taping dates will require an official doctor’s note. Students have one week from due date to arrange for a make-up taping or receive a zero.
An Invitation to Dance (1st Quarter)
The Power of Dance – Why People Dance
Dance Etiquette
Dance Fundamentals
Body alignment – Strengthening and Conditioning
Elements of Dance (Time, Space, Energy)
Improvisation
Applying dance elements to basic compositions
Ballet basics

The Laws of Motion (2nd Quarter)
Body as an Instrument
Laban’s Effort Actions
Basic composition structures
Elements of Dance as applied to specific styles (Ballet, Modern, Jazz, Hip-hop
Improvisation as inspiration for creation &/ or World dance)
Preparing for performance
Artistry – Characteristics of a good performer
Constructive criticism
Self-reflection

The Sense of Movement (3rd Quarter)
Body Intelligence
Examining the dance making process
A closer look at anatomy and safe dance practices
Categories of Dance (Social, Ritual, Theatrical)
Cultural dances
Style & Cultural Code
Choreographic principles as a way to create and communicate meaning

Making a Statement Through Dance (4th Quarter)
Building critical thinking skills in dance
Looking at dance through different lenses
Comparing and contrasting dance forms
Theatrical dance
Careers in dance
Dance today
Applying principles of artistry and technique in performance
Applying self-assessment in the rehearsal aspect leading up to performance
**Dance Technique II Course # 0300320**
**Dance Technique III - 0300330**
**Dance Tech IV – 0300490**
**2IB Dance SL – 03006601**
**3IB Dance HL - 03006602**

Mrs. Gleason, Dance Instructor - Building 13 Room 109 – hbgleaso@volusia.k12.fl.us

**Re-discovering our Movement Potential (1st Quarter)**
Warm up & cool down rituals – Preparing the body for movement
Improvisation (dance elements: Time, Space & Energy)
Dance History – Identity through movement & research
Connecting to community and tradition
Presenting a lecture/ demonstration on a dance form (Tech III/IV)
Art making (why) – Inspiration
Art making (how) – Artistic medium
Comparing different styles
Surveying the working body (alignment & anatomy)

**A Closer Look at Form and Meaning (2nd Quarter)**
Presenting a lecture/ demonstration on a dance form (Tech II/III)
Dance as Language: Expressing ideas and emotions
Dance as Social protest
Artist process in action/Dance Literacy
Preparing for performance
Artistry – Characteristics of a good performer
Constructive criticism
Self-reflection

**Learning Dance From New Perspectives (3rd Quarter)**
Somatic approaches – Moving from the Inside Out
Imagery
Changing movement to dance
Choosing dance that suits you: identity search
Rehearsal & performing strategies
Appreciating dance
Talking about dance

**Refinement of the Dance Artist (4th Quarter)**
Creating, planning and presenting for specific venues
Finding places in your community to share dance
Mentoring and community service through dance
Headshot & biography
Marketing: Resume
Portfolio /Auditions
Careers beyond performance
DHS Dance Student Information Sheet

PLEASE PRINT     Class Period: _________    Grade: ___________    Alpha code:____________________

Student’s Last Name: ___________________________ First Name: _________________________________

Birth date (month/day/year): ________________________

Preferred learning style:    Visual _____ Kinesthetic ____ Auditory ______

Health concerns, medical conditions or medical history I need to be aware of? Any concerns you want me to know (I.e. surgeries, chronic conditions, etc.)

________________________________________________________

________________________________________________________

School clubs, sports and/or activities:________________________

________________________________________________________

Employment: ___________________________ Favorite subject (s): __________________________

________________________________________________________

Dance experience: How long/ Where/ Styles studied? :

________________________________________________________

What goals do you have for yourself this year in dance? ____________________________

________________________________________________________

Parent and Student Acknowledgement

Welcome to Deland High School Dance Department. I believe that in order to ensure success in the classroom each student should enjoy a positive and supportive learning environment. Behavior that disturbs this environment will not be tolerated. Please take a moment to review our dance departments policies and procedures as outline in the syllabus and return this signed form. Feel free to contact me by phone or email if any problems or questions should arise. I look forward to working with you and your dancer.

I have read and understand rules and student expectations for the Deland High School Dance Department. I will support my son/ daughter to assist with their success in the classroom.

________________________________________________________

Parent Name    Parent Signature    Date

______________________________    ________________________________    __________________

Home Phone    Work Phone

______________________________    ________________________________

Parent Email    Cell Phone

I have read and understand rules and expectations for the Deland High School Dance Department. In order to be successful, I agree to follow these guidelines.

________________________________________________________

Student Name    Student Signature    Date

______________________________    ________________________________

Student Email    Cell Phone
DeLand High School Student Academic Integrity Policy

In a world of ever changing priorities one constant is the need for ethical academic standards. The guidelines presented in the policy below show student expectations regarding cheating, plagiarism and academic honesty. These guidelines and expectations cover all school related projects, reports, tests, quizzes and assignments whether in or outside of class. By signing this statement students acknowledge their understanding of the stated expectations and possible consequences.

According to Merriam-Webster Dictionary (http://www.m-w.com/) to plagiarize is:

“To steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source. To commit literary theft: present as new and original an idea or product derived from an existing source.”

At DeLand High School plagiarism includes but is not limited to:

- Using another person’s words or ideas (written or spoken) without giving credit to the source.
- Copying and pasting material from any source including the Internet without giving attribution to the writer. You must put quotation marks around direct quotes and give credit in your works cited list.
- Changing the words or order of words from another source and submitting them as your own. Even with proper paraphrasing you must give credit to the source of the materials.

“When you use someone else’s words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note. Not giving due credit to the creator of an idea or writing is very much like lying.”

Dr. Robert Harris - Virtual Salt Anti-plagiarism Strategies - http://www.virtualsalt.com/antiplag.htm

According to Merriam-Webster Dictionary (http://www.m-w.com/) to cheat means:

“To get something by dishonesty or deception.”

Student Name (Print) ___________________________________________ Alpha Code: ________
Student Signature  Adam Green……………..……………………………………….………..
Parent Signature: __________________________________________________________

Portions adapted from John F. Kennedy H.S., Norcross H.S. and Langley H.S. policies with their permission. Updated December 2007

At DeLand High School cheating includes but is not limited to:

- Copying an assignment from another person without explicit permission from the teacher. This includes sharing work that should be individually produced and includes obtaining answers from another student with or without their permission.
- Using, supplying or communicating with unauthorized devices with the intent of deception. This will include but is not limited iPod, calculator, camera, textbook, recorder, computer, phone, etc.
- Failing to follow teacher guidelines regarding collaboration, parent help, etc. Students will be expected to complete work independently unless specifically directed otherwise by the teacher.

POSSIBLE CONSEQUENCES

First Offense:
Zero on assignment
Parent notification
Referral to counselor

Second Offense:
First offense consequences plus:
Parent/student/teacher/ counselor conference

Third Offense:
1st & 2nd offense consequences plus: Referral to administration, Suspension from extracurricular activities, elected offices and/or senior privilege
Florida High School Athletic Association

Consent and Release from Liability Certificate (Page 1 of 4)

This completed form must be kept on file by the school. This form is valid for 365 calendar days from the date of the most recent signature.

This form is non-transferable; a change of schools during the validity period of this form will require this form to be re-submitted.

School: ________________________________

Part 1. Student Acknowledgement and Release (to be signed by student at the bottom)

I have read the (condensed) FHSSAA Eligibility Rules printed on Page 4 of this “Consent and Release Certificate” and know of no reason why I am not eligible to represent my school in interscholastic athletic competition. If accepted as a representative, I agree to follow the rules of my school and FHSSAA and to abide by their decisions. I know that athletic participation is a privilege. I know of the risks involved in athletic participation, understand that serious injury, including the potential for a concussion, and even death, is possible in such participation, and choose to accept such risks. I voluntarily accept any and all responsibility for my own safety and welfare while participating in athletics, with full understanding of the risks involved. Should I be 18 years of age or older, or should I be emancipated from my parent(s)/guardian(s), I hereby release and hold harmless my school, the schools against which it competes, the school district, the contest officials and FHSSAA of any and all responsibility and liability for any injury or claim resulting from such athletic participation and agree to take no legal action against FHSSAA because of any accident or mishap involving my athletic participation. I hereby authorize the use or disclosure of my individually identifiable health information should treatment for illness or injury become necessary. I hereby grant to FHSSAA the right to review all records relevant to my athletic eligibility including, but not limited to, my records relating to enrollment and attendance, academic standing, age, discipline, finances, residence and physical fitness. I hereby grant the released parties the right to photograph and/or videotape me and further to use my name, face, likeness, voice and appearance in connection with exhibitions, publicity, advertising, promotional and commercial materials without reservation or limitation. The released parties, however, are under no obligation to exercise said rights herein. I understand that the authorizations and rights granted herein are voluntary and that I may revoke any or all of them at any time by submitting said revocation in writing to my school. By doing so, however, I understand that I will no longer be eligible for participation in interscholastic athletics.

Part 2. Parental/Guardian Consent, Acknowledgement and Release (to be completed and signed by a parent(s)/guardian(s) at the bottom; where divorced or separated, parent/guardian with legal custody must sign.)

A. I hereby give consent for my child/ward to participate in any FHSSAA recognized or sanctioned sport EXCEPT for the following sport(s):

List sport(s) exceptions here

B. I understand that participation may necessitate an early dismissal from classes.

C. I know, and acknowledge that my child/ward knows of, the risks involved in interscholastic athletic participation, understand that serious injury, and even death, is possible in such participation and choose to accept any and all responsibility for his/her safety and welfare while participating in athletics. With full understanding of the risks involved, I release and hold harmless my child’s/ward’s school, the schools against which it competes, the school district, the contest officials and FHSSAA of any and all responsibility and liability for any injury or claim resulting from such athletic participation and agree to take no legal action against FHSSAA because of any accident or mishap involving the athletic participation of my child/ward. I authorize emergency medical treatment for my child/ward should the need arise for such treatment while my child/ward is under the supervision of the school. I further hereby authorize the use or disclosure of my child’s/ward’s individually identifiable health information should treatment for illness or injury become necessary. I consent to the disclosure to the FHSSAA, upon its request, of all records relevant to my child/ward’s athletic eligibility including, but not limited to, records relating to enrollment and attendance, academic standing, age, discipline, finances, residence and physical fitness. I grant the released parties the right to photograph and/or videotape my child/ward and further to use said child’s/ward’s name, face, likeness, voice and appearance in connection with exhibitions, publicity, advertising, promotional and commercial materials without reservation or limitation. The released parties, however, are under no obligation to exercise said rights herein.

D. I am aware of the potential danger of concussions and/or head and neck injuries in interscholastic athletics. I also have knowledge about the risk of continuing to participate once such an injury is sustained without proper medical clearance.

READ THIS FORM COMPLETELY AND CAREFULLY. You are agreeing to let your minor child engage in a potentially dangerous activity. You are agreeing that, even if my child/ward’s school, the schools against which it competes, the school district, the contest officials and FHSSAA uses reasonable care in providing this activity, there is a chance your child may be seriously injured or killed by participating in this activity because there are certain dangers inherent in the activity which cannot be avoided or eliminated. By signing this form you are giving up your child’s right and your right to recover from my child/ward’s school, the schools against which it competes, the school district, the contest officials and FHSSAA in a lawsuit for any personal injury, including death, to your child or any property damage that results from the risks that are a natural part of the activity. You have the right to refuse to sign this form, and my child/ward’s school, the schools against which it competes, the school district, the contest officials and FHSSAA has the right to refuse to let your child participate if you do not sign this form.

E. I agree that in the event we/lI pursue litigation seeking injunctive relief or other legal action impacting my child (individually) or my child’s team participation in FHSSAA state series contests, such action shall be filed in the Alachua County, Florida, Circuit Court.

F. I understand that the authorizations and rights granted herein are voluntary and that I may revoke any or all of them at any time by submitting said revocation in writing to my school. By doing so, however, I understand that my child/ward will no longer be eligible for participation in interscholastic athletics.

G. Please check the appropriate box(es):

Company: ___________________________________________ Policy Number: ___________________________

My child/ward is covered under our family health insurance plan, which has limits of not less than $25,000.

My child/ward is covered by his/her school’s activities medical base insurance plan.

I have purchased supplemental football insurance through my child’s/ward’s school.

I HAVE READ THIS CAREFULLY AND KNOW IT CONTAINS A RELEASE (Only one parent/guardian signature is required)

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Florida High School Athletic Association Revised 03/19

Consent and Release from Liability Certificate for Concussions (Page 2 of 4)

This completed form must be kept on file by the school. This form is valid for 365 calendar days from the date of the most recent signature.

School: ____________________________ School District (if applicable): ____________________________

Concussion Information

Concussion is a brain injury. Concussions, as well as all other head injuries, are serious. They can be caused by a bump, a twist of the head, sudden deceleration or acceleration, a blow or jolt to the head, or by a blow to another part of the body with force transmitted to the head. You can’t see a concussion, and more than 90% of all concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. All concussions are potentially serious and, if not managed properly, may result in complications including brain damage and, in rare cases, even death. Even a “ding” or a bump on the head can be serious. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, your child should be immediately removed from play, evaluated by a medical professional and cleared by a medical doctor.

Signs and Symptoms of a Concussion:

Concussion symptoms may appear immediately after the injury or can take several days to appear. Studies have shown that it takes on average 10-14 days or longer for symptoms to resolve and, in rare cases or if the athlete has sustained multiple concussions, the symptoms can be prolonged. Signs and symptoms of concussion can include: (not all-inclusive)

- Vacant stare or seeing stars
- Lack of awareness of surroundings
- Emotions out of proportion to circumstances (inappropriate crying or anger)
- Headache or persistent headache, nausea, vomiting
- Altered vision
- Sensitivity to light or noise
- Delayed verbal and motor responses
- Disorientation, slurred or incoherent speech
- Dizziness, including light-headedness, vertigo (spinning) or loss of equilibrium (being off balance or swimming sensation)
- Decreased coordination, reaction time
- Confusion and inability to focus attention
- Memory loss
- Sudden change in academic performance or drop in grades
- Irritability, depression, anxiety, sleep disturbances, easy fatigability
- In rare cases, loss of consciousness

DANGERS if you continue to play with a concussion or returns too soon:

Athletes with signs and symptoms of concussion should be removed from activity (play or practice) immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to sustaining another concussion. Athletes who sustain a second concussion before the symptoms of the first concussion have resolved and the brain has had a chance to heal are at risk for prolonged concussion symptoms, permanent disability and even death (called “Second Impact Syndrome” where the brain swells uncontrollably). There is also evidence that multiple concussions can lead to long-term symptoms, including early dementia.

Steps to take if you suspect your child has suffered a concussion:

Any athlete suspected of suffering a concussion should be removed from the activity immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without written medical clearance from an appropriate health-care professional (AHCP). In Florida, an appropriate health-care professional (AHCP) is defined as either a licensed physician (MD, as per Chapter 458, Florida Statutes), a licensed osteopathic physician (DO, as per Chapter 459, Florida Statutes), or a licensed athletic trainer, coach or medical professional (AHCP) is defined as either a licensed physician (MD, as per Chapter 458, Florida Statutes), or a licensed osteopathic physician (DO, as per Chapter 459, Florida Statutes). Close observation of the athlete should continue for several hours. You should also seek medical care and inform your child’s coach if you think that your child may have a concussion. Remember, it’s better to miss one game than to have your life changed forever. When in doubt, sit them out.

Return to play or practice:

Following physician evaluation, the return to activity process requires the athlete to be completely symptom free, after which time they would complete a step-wise protocol under the supervision of a licensed athletic trainer, coach or medical professional and then, receive written medical clearance of an AHCP.

For current and up-to-date information on concussions, visit http://www.cdc.gov/concussioninyouthsports/ or http://www.seeingstarsfoundation.org

Statement of Student Athlete Responsibility

Parents and students should be aware of preliminary evidence that suggests repeat concussions, and even hits that do not cause a symptomatic concussion, may lead to abnormal brain changes which can only be seen on autopsy (known as Chronic Traumatic Encephalopathy (CTE)). There have been case reports suggesting the development of Parkinson’s-like symptoms, Amyotrophic Lateral Sclerosis (ALS), severe traumatic brain injury, depression, and long term memory issues that may be related to concussion history. Further research on this topic is needed before any conclusions can be drawn.

I acknowledge the annual requirement for my child/ward to view “Concussion in Sports” at www.nfllearn.com. I accept responsibility for reporting all injuries and illnesses to my parents, team doctor, athletic trainer, or coaches associated with my sport including any signs and symptoms of CONCUSSION. I have read and understand the above information on concussion. I will inform the supervising coach, athletic trainer or team physician immediately if I experience any of these symptoms or witness a teammate with these symptoms. Furthermore, I have been advised of the dangers of participation for myself and that of my child/ward.

Name of Student-Athlete (printed) ____________________________ Signature of Student-Athlete ____________________________ Date __________/________/________

Name of Parent/Guardian (printed) ____________________________ Signature of Parent/Guardian ____________________________ Date __________/________/________
Sudden Cardiac Arrest Information

Sudden cardiac arrest is a leading cause of sports-related death. This policy provides procedures for educational requirements of all paid coaches and recommends added training. Sudden cardiac arrest is a condition in which the heart suddenly and unexpectedly stops beating. If this happens, blood stops flowing to the brain and other vital organs. SCA can cause death if it’s not treated within minutes.

**Symptoms of sudden cardiac arrest include, but not limited to:** sudden collapse, no pulse, no breathing.

Warning signs associated with sudden cardiac arrest include: fainting during exercise or activity, shortness of breath, racing heart rate, dizziness, chest pains, extreme fatigue.

It is strongly recommended all coaches, whether paid or volunteer, are regularly trained in CPR and the use of an AED. Training is encouraged through agencies that provide hands-on training and offer certificates that include an expiration date.

Automatic external defibrillators (AEDs) are required at all FHSAA State Series games, tournaments and meets. The FHSAA also strongly recommends that they be available at all preseason and regular season events as well along with coaches/individuals trained in CPR.

**What to do if your student-athlete collapses:**
1. Call 911
2. Send for an AED
3. Begin compressions

FHSAA Heat-Related Illnesses Information

People suffer heat-related illness when their bodies cannot properly cool themselves by sweating. Sweating is the body’s natural air conditioning, but when a person’s body temperature rises rapidly, sweating just isn’t enough. Heat-related illnesses can be serious and life threatening. Very high body temperatures may damage the brain or other vital organs, and can cause disability and even death. Heat-related illnesses and deaths are preventable.

**Heat Stroke** is the most serious heat-related illness. It happens when the body’s temperature rises quickly and the body cannot cool down. Heat Stroke can cause permanent disability and death.

**Heat Exhaustion** is a milder type of heat-related illness. It usually develops after a number of days in high temperature weather and not drinking enough fluids.

**Heat Cramps** usually affect people who sweat a lot during demanding activity. Sweating reduces the body’s salt and moisture and can cause painful cramps, usually in the abdomen, arms, or legs. Heat cramps may also be a symptom of heat exhaustion.

**Who’s at Risk?**
Those at highest risk include the elderly, the very young, people with mental illness and people with chronic diseases. However, even young and healthy individuals can succumb to heat if they participate in demanding physical activities during hot weather. Other conditions that can increase your risk for heat-related illness include obesity, fever, dehydration, poor circulation, sunburn, and prescription drug or alcohol use.

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By signing this agreement, I acknowledge the annual requirement for my child/ward to view both the “Sudden Cardiac Arrest” and “Heat Illness Prevention” courses at www.nfhslearn.com. I acknowledge that the information on Sudden Cardiac Arrest and Heat-Related Illness have been read and understood. I have been advised of the dangers of participation for myself and that of my child/ward.

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Attention Student and Parent(s)/Guardian(s)

Your school is a member of the Florida High School Athletic Association (FHSAA) and follows established rules. To be eligible to represent your school in interscholastic athletics, in an FHSAA recognized sport (i.e. bowling, competitive cheerleading, girls flag football, lacrosse, boys volleyball, water polo and girls weightlifting or sanctioned sport (i.e. baseball, basketball, cross country, tackle football, golf, soccer, fast-pitch softball, swimming & diving, tennis, track & field, girls volleyball, boys weightlifting and wrestling), the student:

1. This form is non-transferable; a separate form must be completed for each different school at which a student participates.

2. Must be regularly enrolled and in regular attendance at your school. If the student is a home education student or attends a charter school or Florida Virtual School - Full time Program or a special/alternative school or certain small non-member private schools, the student must declare in writing his/her intention to participate in athletics to the school at which the student is permitted to participate. Home education students and students attending small non-member private schools must be approved through the use of a separate form prior to any participation. (FHSAA Bylaw 9.2, Policy 16 and Administrative Procedure 1.8)

3. Must attend school within 10 days of the beginning of each semester to be eligible during that semester. (FHSAA Bylaw 9.2)

4. Must maintain at least a cumulative 2.0 grade point average on a 4.0 unweighted scale prior to the semester in which the student wishes to participate. This GPA must include all courses taken since the student entered high school. A sixth, seventh or eighth grade student must have earned at least a 2.0 grade point average on 4.0 unweighted scale the previous semester. (FHSAA Bylaw 9.4)

5. Must not have graduated from any high school or its equivalent. (FHSAA Bylaw 9.4)

6. Must not have enrolled in the ninth grade for the first time more than four school years ago. If the student is a sixth, seventh or eighth grade student, the student must not participate if repeating that grade. (FHSAA Bylaw 9.5)

7. Must have signed permission to participate from the student’s parent(s)/legal guardian(s) on a form (EL3) provided the school. (Bylaw 9.8)

8. Must not turn 19 before September 1st to participate at the high school level; must not turn 16 prior to September 1st to participate at the junior high level; and must not turn 15 prior to September 1st to participate at the middle school level, otherwise the student becomes permanently ineligible. (FHSAA Bylaw 9.6)

9. Must undergo a pre-participation physical evaluation and be certified as being physically fit for participation in interscholastic athletics (form EL2).

10. Must be an amateur. This means the student must not accept money, gift or donation for participating in a sport, or use a name other than his/her own when participating. (FHSAA Bylaw 9.9)

11. Must not participate in an all-star contest in a sport prior to completing his/her high school eligibility in that sport. (FHSAA Policy 26)

12. Must display good sportsmanship and follow the rules of competition before, during and after every contest in which the student participates. If not, the student may be suspended from participation for a period of time. (FHSAA Bylaw 7.1)

13. Must not provide false information to his/her school or to the FHSAA to gain eligibility. (FHSAA Bylaw 9.1)

14. Youth exchange, other international and immigrant students must be approved by the FHSAA office prior to any participation. Exceptions may apply. See your school’s principal/athletic director. (FHSAA Policy 17)

15. Must refrain from hazing/bullying while a member of an athletic team or while participating in any athletic activities sponsored by or affiliated with a member school.

If the student is declared or ruled ineligible due to one or more of the FHSAA rules and regulations, the student has the right to request that the school file an appeal on behalf of the student. See the principal or athletic director for information regarding this process.

By signing this agreement, the undersigned acknowledges that the information on the Consent and Release from Liability Certificate in regards to the FHSAA’s established rules and eligibility have been read and understood.

Name of Student-Athlete (printed) ___________________________ Signature of Student-Athlete ___________________________ Date ___________________________

Name of Parent/Guardian (printed) ___________________________ Signature of Parent/Guardian ___________________________ Date ___________________________
Volusia County Schools

MEDIA RELEASE

The undersigned hereby authorizes the School District of Volusia County to permit his/her child, named below, to be interviewed, photographed, videotaped and/or sound recorded by staff of Volusia County Schools, community organizations, and members of the news media, with the understanding that the results of these interviews, photographs, videotapes and/or other recordings may be used in any publication, television/radio broadcast, public presentation, website and/or on social media platform.

Valid for the 20____ - 20_____ School Year

Student Name:

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<th>Student ID</th>
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School: _______________________

I represent that I am this child’s parent (guardian), and I agree to the foregoing on his/her behalf.

Name of Parent/Guardian (please print)

Parent/Guardian Signature __________________________ Date ____________

Revised 03-30-2018
Community Information Services

2005-036-VCS
Print Locally