



Examples of program activities mapped to Social & Emotional Learning (SEL) Competencies and curriculum standards

1. We target **Self-Awareness** and **Relationship Skills** in our classroom workshops where the students create movements to express the feelings of their iconic animals. This connects directly to the following standards:

- K.CP.1.4** Create dance movement to represent words, ideas, experiences, and feelings
- 1.CP.1.4** Create movement that expresses words, ideas, experiences, and feelings.
- 2.CP.1.4** Create dance phrases that express words, ideas, experiences, and feelings.
- 3.CP.1.3** Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.
- 4.CP.1.3** Create short dance sequences that communicate ideas, experiences, feelings, images, or stories.
- 5.CP.1.3** Create short dances that communicate abstract ideas.

2. We target **Self-Management** and **Responsible Decision Making** through our dance and movement instructions and activities to traditional and popular music. This connects directly to the following standards:

- K.CP.2.1** Understand how to control body and voice in personal and general space.
- 1.CP.2.1** Use body and voice control in personal and general space.
- 2.CP.2.1** Understand how to be respectful of self and others in a dance setting.
- 3.CP.2.1** Use safe and respectful movement practices in the dance setting.
- 4.CP.2.1** Use control of body, voice, and focus necessary for effective participation in dance.
- 5.CP.2.1** Execute control of body, voice, and focus necessary for effective participation in individual and group settings in dance.

3. We target **Social Awareness** by teaching dances from different countries, understanding how the dances are a representation of their culture, and how student can connect with them. This connects directly to the following standards:

- K.C.1.1** Use dance to illustrate how people express themselves differently.
- 1.C.1.1** Recognize how dance is used in customs and traditions of various cultures.
- 2.C.1.1** Exemplify dance representing the heritage, customs, and traditions of various cultures. Identify examples of movement skills and elements observed in dance from one's own and different cultures.
- 3.C.1.1** Exemplify how dance is used by various groups for artistic expression within the local community.
- 4.R.1.2** Explain how personal perspective influences interpretations of dance.
- 4.C.1.1** Understand how dance has affected, and is reflected in, the culture, traditions, and history of North Carolina.
- S.R.1.2** Illustrate the roles and responsibilities of the viewer in interpreting dance.
- S.C.1.1** Understand how dance has affected, and is reflected in, the culture, traditions, and history of the United States.

4. We target **Relationship Skills** and **Social Awareness** by explaining the differences and similarities between the traditional rhythms and connecting them with popular music. This connects directly to the

following standards:

K.CR.1.1 Use music to illustrate how people express themselves differently

1.CR.1.1 Recognize how music is used in customs and traditions of various cultures

2.CR.1.1 Exemplify music representing the heritage, customs, and traditions of various cultures

3.CR.1.1 Exemplify how music is used by various groups for artistic expression within the local community

4.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina

5.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of the United States