

GRADE FIVE

DANCE	ENGLISH/LANGUAGE ARTS
1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/ energy concepts.	Language #4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.	Reading Lit #5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).	Writing #5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here .)
4.1 Use dance vocabulary to identify and support personal preferences for dances observed or performed.	<p>Reading Lit #1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Informational #1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Speaking & Listening #1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Language #6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
4.2 Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).	<p>Reading Lit #1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Informational #1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

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	<p>Speaking & Listening #1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Language #6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
5.3 Cite examples of the use of technology in the performing arts.	<p>Speaking & Listening #5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>

DANCE	HISTORY-SOCIAL SCIENCE
3.2 Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.	5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
3.3 Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.	5.1#2 Describe their varied customs and folklore traditions.
5.1 Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).	<p>5.1#2 Describe their varied customs and folklore traditions.</p> <p>5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p>

DANCE	MATHEMATICS
1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/ energy concepts.	Fractions #2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators,

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	<p>e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>Geometry #3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>
<p>1.4 Incorporate the principles of variety, contrast, and unity with dance studies.</p>	<p>Operations #3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p>
<p>2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).</p>	<p>Operations #3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p>

DANCE	SCIENCE
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<p>1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.</p>	<p>5.2b Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.</p> <p>5.3 Water on Earth moves between the oceans and land through the processes of evaporation and condensation.</p>
<p>1.2 Name and use a wide variety of movements (e.g., isolations/whole body).</p>	<p>5.2b Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.</p> <p>5.3 Water on Earth moves between the oceans and land through the processes of evaporation and condensation.</p>
<p>1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/ energy concepts.</p>	<p>5.2b Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.</p> <p>5.3 Water on Earth moves between the oceans and land through the processes of evaporation and condensation.</p>
<p>2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.</p>	<p>5.2b Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.</p> <p>5.3 Water on Earth moves between the oceans and land through the processes of evaporation and condensation.</p>
<p>2.2 Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.</p>	<p>5.6 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.</p>