GRADE EIGHT

DANCE	ENGLISH/LANGUAGE ARTS
2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.	**Writing #4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **Writing #5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)
2.2 Expand and refine a personal repertoire of dance movement vocabulary.	**Reading Lit #4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.	**Reading Lit #4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **Language #5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
4.0 Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.	**Reading Lit #1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

	Reading Lit #2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **Reading Lit #7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. **Informational #1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **Informational #2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.	**Speaking & Listening #1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
4.2 Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).	**Speaking & Listening #1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.	**Speaking & Listening #1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DANCE	HISTORY-SOCIAL SCIENCE
3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.	8.4#4 Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper). 8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast. 8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced. 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced. 8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War. 8.12#7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
3.2 Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).	8.4#4 Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper). 8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast. 8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and

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3.3 Describe the roles of males and females in dance in the United States during various time periods.	8.4#4 Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper). 8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast. 8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced. 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced. 8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War. 8.12#7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the

	mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

DANCE	MATHEMATICS
1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.	**Geometry #1** Verify experimentally the properties of rotations, reflections, and translations. **Stat & Prob #1** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.	**Stat & Prob #1** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.	**Geometry #1** Verify experimentally the properties of rotations, reflections, and translations. **Stat & Prob #1** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

DANCE	SCIENCE
1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.	8.1 The velocity of an object is the rate of change of its position. 8.2 Unbalanced forces cause changes in velocity.

	8.3a,d,e Students know the structure of the atom and know it is composed of protons, neutrons, and electrons. Students know the states of matter (solid, liquid, gas) depend on molecular motion. Students kno*w* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently. 8.4e Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids. 8.5a,b,d Students know reactant atoms and molecules interact to form products with different chemical properties. Students know the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.	8.2 Unbalanced forces cause changes in velocity.
1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.	8.2 Unbalanced forces cause changes in velocity.
1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.	8.1 The velocity of an object is the rate of change of its position. 8.2 Unbalanced forces cause changes in velocity.
2.1 Create, memorize, and perform	9a Plan and conduct a scientific

dance studies, demonstrating technical expertise and artistic expression.	investigation to test a hypothesis.
2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.	8.3a,d,e Students know the structure of the atom and know it is composed of protons, neutrons, and electrons. Students know the states of matter (solid, liquid, gas) depend on molecular motion. Students kno*w* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently. 8.4e Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids. 8.5a,b,d Students know reactant atoms and molecules interact to form products with different chemical properties. Students know the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.	8.3a,d,e Students know the structure of the atom and know it is composed of protons, neutrons, and electrons. Students know the states of matter (solid, liquid, gas) depend on molecular motion. Students kno*w* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases

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2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.	8.3a,d,e Students know the structure of the atom and know it is composed of protons, neutrons, and electrons. Students know the states of matter (solid, liquid, gas) depend on molecular motion. Students kno*w* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently. 8.4e Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids. 8.5a,b,d Students know reactant atoms and molecules interact to form products with different chemical properties. Students know the idea of atoms

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