

GRADE SIX

DANCE	ENGLISH/LANGUAGE ARTS
1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.	Language #5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.	Language #5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.	<p>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.)</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)</p>
1.5 Describe and analyze movements observed and performed, using appropriate dance vocabulary.	<p>Reading Lit #1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Informational #1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Reading Lit #4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>Reading Lit #5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
2.3 Describe and incorporate dance forms in dance studies.	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.)

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	<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)</p>
<p>2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).</p>	<p>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.)</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)</p>
<p>2.7 Revise, memorize, and rehearse dance studies for the purpose of performing for others.</p>	<p>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.)</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)</p>
<p>3.1 Compare and contrast features of dances already performed from different countries.</p>	<p>Reading Lit #9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>
<p>4.1 Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).</p>	<p>Reading Lit #1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Informational #1 Cite textual evidence to</p>

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	<p>support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Reading Lit #4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>Reading Lit #5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>Speaking & Listening #1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
<p>4.2 Propose ways to revise choreography according to established assessment criteria.</p>	<p>Reading Lit #4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>Reading Lit #5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
<p>4.3 Discuss the experience of performing personal work for others.</p>	<p>Speaking & Listening #1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
<p>4.4 Distinguish the differences between viewing live and recorded dance performances.</p>	<p>Reading Lit #7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>

DANCE	HISTORY-SOCIAL SCIENCE
3.1 Compare and contrast features of	6.2 Students analyze the geographic,

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<p>dances already performed from different countries.</p>	<p>political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews. 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p>
<p>3.3 Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).</p>	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews. 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p>

DANCE	SCIENCE
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<p>1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.</p>	<p>6.1d,e Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.</p>
<p>1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.</p>	<p>6.1d,e Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.</p>
<p>2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study.</p>	<p>6.7 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>
<p>2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.</p>	<p>6.1d,e Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.</p>