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DANCE	ENGLISH/LANGUAGE ARTS
1.3 Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).	**Language #5a,c** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
1.5 Describe a specific movement, using appropriate dance vocabulary.	**Language #3a** Choose words and phrases to convey ideas precisely. **Language #4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). **Language #6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
2.1 Create, develop, and memorize set movement patterns and sequences.	**Writing #4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **Writing #5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
2.3 Describe, discuss, and analyze the process used by choreographers to create a dance.	**Writing #4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **Writing #5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **Language #6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

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2.4 Create a dance study that has a beginning, a middle, and an end. Review, revise, and refine.	**Writing #4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **Writing #5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
2.5 Convey a range of feelings through shape/postures and movements when performing for peers.	**Language #3a** Choose words and phrases to convey ideas precisely. **Language #5a,c** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
4.1 Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history social science curriculum (e.g., rhythms, spatial patterns, gestures, intent).	**Reading Lit #1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Informational #1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Speaking & Listening #1** Engage effectively in a range of collaborative discussions (one-on-one), in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. **Language #6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
4.2 Name and use specific criteria in assessing personal and professional dance choreography (e.g., contrast, phrasing, unity).	**Reading Lit #1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Informational #1** Refer to details and examples in a text when explaining what the text says explicitly and when

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	drawing inferences from the text. **Speaking & Listening #1** Engage effectively in a range of collaborative discussions (one-on-one), in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
4.3 Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).	**Reading Lit #1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Informational #1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Speaking & Listening #1** Engage effectively in a range of collaborative discussions (one-on-one), in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. **Language #5a,c** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **Language #6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
5.4 Analyze the choreographic process and its relation to the writing process (e.g., brain-storming, exploring and developing ideas, putting ideas into a form, sequencing).	**Writing #4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **Writing #5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **Language #6** Acquire and use

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	accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

DANCE	HISTORY-SOCIAL SCIENCE
1.3 Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).	4.1#3 Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. 4.1#5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.
2.1 Create, develop, and memorize set movement patterns and sequences.	4.1#3 Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. 4.1#5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.
3.3 Perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands).	4.1#3 Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.

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3.4 Perform and identify folk/traditional and social dances from California history.	4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods. 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
4.1 Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history social science curriculum (e.g., rhythms, spatial patterns, gestures, intent).	4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods. 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

DANCE	MATHEMATICS
1.3 Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).	**Fractions #1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **Measurement & Data #3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor*. **Geometry #1-3** Draw points, lines, line

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	segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
2.1 Create, develop, and memorize set movement patterns and sequences.	**Fractions #1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **Measurement & Data #3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor*. **Geometry #1-3** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such

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	that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
5.1 Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character).	**Fractions #1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **Measurement & Data #3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor*. **Geometry #1-3** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

DANCE	SCIENCE
1.3 Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).	4.1e Students know electrically charged objects attract or repel each other.

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2.3 Describe, discuss, and analyze the process used by choreographers to create a dance.	4.6 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.
2.5 Convey a range of feelings through shape/postures and movements when performing for peers.	4.1e Students know electrically charged objects attract or repel each other.