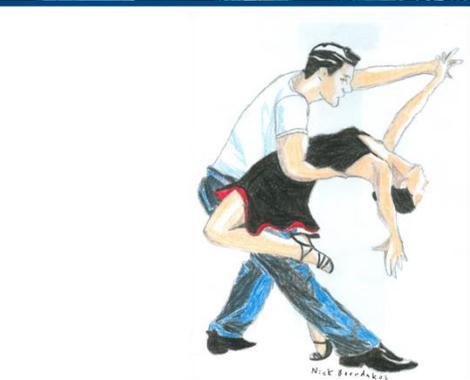
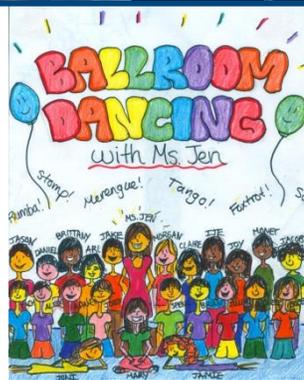




Dancing Classrooms Connection To The Ohio Academic Content Standards & Common Core State Standards



Dancing Classrooms Fifth Grade

Dancing Classrooms Northeast Ohio
1085 Rockside Road, Suite #6
Parma, Ohio 44134
(440) 230-5170
www.dancingclassroomsneo.org



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1 English Language Arts

ENGLISH LANGUAGE ARTS MODEL CURRICULUM

State Standard Statements:	Dancing Classrooms (DC) Connection:
Strand: Writing Topic: Text Types and Purposes	Through the use of DC Curriculum Journals, students are prompted to share information and opinions regarding their DC experiences through a variety of writing styles.
1: Write opinion pieces of topics or texts, supporting a point of view with reasons and information	Students are prompted to write opinion pieces regarding the experience and/or a specific dance of choice.
2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Students are prompted to write an informative/explanatory text about a specific lesson within the DC residency.
3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Students are prompted to write a narrative regarding a specific lesson's experience. The student is prompted to use descriptive details that properly convey their personal experience, sequence of events and a conclusion.
State Standard Statements:	Dancing Classrooms (DC) Connection:
Strand: Writing Topic: Production and Distribution of Writing	By clearly outlining the requirements of an informative paragraph (Topic Sentence, Body, and Wrap Up), students are provided the opportunity to produce a variety of writing pieces regarding their DC experience.
4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Required elements of a paragraph are outlined and students are then prompted to reflect on a topic matter related to their DC residency.
State Standard Statements:	Dancing Classrooms (DC) Connection:
Strand: Writing Topic: Research to Build and Present Knowledge	Students use information shared within the DC residency to select a prompted specific topic to gather additional information and then list their sources.
8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Students learn a brief history and culture of each of the dances presented throughout the residency. Building on that, students are prompted to select a specific subject (within the prompted topic), research and document additional facts and list sources.

ENGLISH LANGUAGE ARTS MODEL CURRICULUM

State Standard Statements:	Dancing Classrooms (DC) Connection:
<p>Strand: Writing Topic: Range of Writing</p> <p>10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>	<p>Students are provided the opportunity to use writing as a way of offering and supporting their opinions and convey the real experiences and events that take place within the DC curriculum.</p> <p>Students are given prompts that result in a Quick Write. Students are also provided the opportunity to work with some of the direction or command words (Describe, Explain, Persuade) through writing prompts.</p>
<p>State Standard Statements:</p> <p>Strand: Speaking and Listening Topic: Presentation of Knowledge and Ideas</p> <p>4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Dancing Classrooms (DC) Connection:</p> <p>Each DC residency culminates with Lesson 20's Culminating Event (CE) where the students demonstrate their behavior as ladies and gentlemen, elegant dance moves, and a selection of their literacy pieces developed throughout the residency before an audience comprised of their families, peers and surrounding community members.</p> <p>The DC Teaching Artist and classroom teacher collaborate to select student's individual literacy pieces to be presented during the CE. Students practice and prepare for their speaking presentation so they are able to capture and maintain their audience.</p>
<p>State Standard Statements:</p> <p>Strand: Language Topic: Vocabulary and Acquisition and Use</p> <p>Instructional Strategies and Resources: Four Corners – Synonyms/Word Families; Word/Definition; Sentence; Illustration</p>	<p>Dancing Classrooms (DC) Connection:</p> <p>DC understands how powerful words are and, in turn, has its own set of vocabulary (chopsticks, pancakes, chicken wings) that is used to engage and unite the children. The children build on this new vocabulary though the Four Corners experience.</p> <p>As part of the DCNEO curriculum journal, students complete the Four Corners exercise using their newly learned DC vocabulary.</p>



2 Physical Education

PHYSICAL EDUCATION STANDARDS	
State Content Standard:	Dancing Classrooms (DC) Connection:
<p>1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Organizers: <i>Combined Skills</i></p>	<p>By using ballroom dance as its “tool”, DC provides students the opportunity to combine their locomotor and nonlocomotor skills into movement patterns. The variety of patterns and styles are represented through the ten different dances (Merengue, Fox Trot, Rumba, Tango, Swing, Waltz, Heel-Toe Polka, Stomp, Macarena and Cha-Cha Slide) learned throughout the ten week – twenty session residency.</p>
<p>2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. Organizers: <i>Movement Concepts, Strategies and Tactics; Principles and Critical Elements</i></p>	<p>Through the variety of dances, students will learn to analyze and modify their movements (steps) to accommodate working with their dance partner within their allotted space on the circle while keeping on beat with the music of the dance. The DC curriculum using ballroom dance (partner dancing) provides students the opportunity to work with a partner, in a respectful and meaningful way, at all times allowing students to provide feedback to their partners on their motor skill performance (both students need to step in the same direction to achieve the step and work as a team).</p>
<p>3: Participates regularly in physical activity. Organizers: <i>Participate, Monitor and Plan</i></p>	<p>Through the use of our curriculum journals, students are encouraged, and guided, to engage in a lifestyle of healthy habits that includes regular physical activity both inside and outside of school. To encourage these healthy habits, the curriculum journal includes a specific section for students to track the physical activity engaged in outside of their school day.</p>
<p>4: Achieves and maintains a health-enhancing level of physical fitness. Organizers: <i>Fitness; Components and Principles</i></p>	<p>As indicated in our program’s research related to physical activity, the DC curriculum gets the children physically moving. Through the use of their curriculum journal students are guided through the various factors that lead to both achieving and maintaining a healthy level of physical fitness.</p>

PHYSICAL EDUCATION STANDARDS

State Content Standard:	Dancing Classrooms (DC) Connection:
<p>5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings. Organizers: <i>Safety; Personal Responsibility; Cooperation; Respect</i></p>	<p>First and foremost the DC curriculum is about instilling the children with respect for themselves and others. The “tool” of ballroom dance, requires the students to physically connect, in a respectful and meaningful way, and interact with their classmates while working together to achieve a common goal – the dance step.</p>
<p>6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction. Organizers: <i>Self-Challenge; Social Interaction; Self-Expression</i></p>	<p>Throughout the DC residency students learn to interact with everyone in their classroom regardless of their level of interest and/or what the student may perceive to be their “differences”. Students share their feelings of this experience (the challenges and successes) through their journal writings developed within the residency. The students’ achievements are celebrated within every residency, before their families, peers, and surrounding school community, through the Culminating Event (lesson 20). Additionally, students have the opportunity to build upon the DC classroom experience through the Colors of the Rainbow Team Match experience where a select group of students represent their school in a city-wide competition.</p>



3 Fine Arts – Dance

DANCE ACADEMIC CONTENT STANDARDS

Historical, Cultural and Social Contexts State Benchmarks:	Dancing Classrooms (DC) Connection:
A: Perform and describe dances from various cultures and historical periods with emphasis on cultures addressed in social studies	Throughout the DC residency, students are introduced to a wide variety of dances (Latin and smooth) from a variety of cultures.
C: Research a recognized contributor to dance (e.g. choreographer, dancer or educator) and trace the development of the individual’s work to its historical and cultural influences.	Lesson #10 is a video lesson where students are introduced to a wide variety of professionals who have contributed to partner dance, including Fred Astaire and Frankie Manning. Through their curriculum journal students are prompted to research facts about Fred Astaire and/or Ginger Rogers.
Creative Expression and Communication State Benchmarks:	Dancing Classrooms (DC) Connection:
A: Perform basic dance movements, body positions and spatial patterns from one or more dance styles or traditions.	Throughout the DC residency, students will learn ten different dances (Merengue, Fox Trot, Rumba, Tango, Swing, Waltz, Heel-Toe Polka, Stomp, Macarena and Cha-Cha Slide) that each have their own style, dance frame and pattern of steps.
B: Reflect on, evaluate and refine choreographic rehearsal and performance processes.	In preparation for the final lesson Culminating Event students will experience the rehearsal process for the performance before their families, peers and surrounding school community.
C: Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.	The final less Culminating Event is a presentation where all students participate in presenting each of the dances learned throughout the residency before their families, peers and surrounding school community.



4 Common Core – English Language Arts

COMMON CORE STATE STANDARDS

CCSS: ELA – LITERACY CITATION	Dancing Classrooms (DC) Connection:
W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information:	Lesson #3 DC Journal Entry
W.5.2: Write informative/explanatory texts to examine a topic and convey information clearly:	Lesson #12 DC Journal Entry
W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Lesson #16 DC Journal Entry
W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience:	DC Culminating Event (Lesson #20) Student Introduction of Dance Style
W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach:	Ask your teacher to help you edit your 5 paragraph essay down to 3 paragraphs, for purpose of reading at Culminating Event (Lesson #20)
W.5.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing:	Lesson #18 DC Journal Entry
W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:	Lesson #10 & 18 DC Journal Entries
W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources:	Lesson #1 DC Journal Entry
W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research:	Lesson #18 DC Journal Entry
W.5.10: Write routinely over extended time frames:	Dancing Classrooms Northeast Ohio 10 week Curriculum Journal



DANCING CLASSROOMS™

TRANSFORMING LIVES-ONE STEP AT A TIME

