Grades 9-12, Dance

Standards:

CA CCSS Writing Standards for Literacy in Science and Technical Subject (WHST)
9.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grades 9-12
VAPA, Dance, Creative Expression, Proficient
3.2: Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.

Lesson Idea:

In this example, students demonstrate their understanding of the relationship between the dance and its specific cultural context through writing an informative paper that contains evidence to support their claims.

Students write an informative paper on the ways in which one of the following – folk, traditional, social, or theatrical – dance reflects its specific cultural context. Students will select one of the categories listed and construct an informative paper that will be shared on the dance class’s Web site.

Students will research and/or attend a performance to collect facts, details, and other evidence from primary and secondary sources demonstrating how the chosen dance reflects its specific culture. Evidence from various electronic media and other sources may be incorporated in the writing. Students will introduce their topic clearly and give a
preview of what is to follow. Students will develop the topic and use appropriate and varied transitions, as well as use precise language and dance-specific vocabulary. Students will establish and maintain a formal style and objective tone suitable for Web publishing and the target audience. The students conclude their paper with a statement that supports the information presented.