

BALLET MEMPHIS

PRESENTS...

WIZARD OF OZ CURRICULUM

WIZARD OF OZ

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BALLET MEMPHIS

HISTORY & MISSION

Everyone Matters.

For more than 25 years that's been the driving force behind our mission: Creating, presenting and teaching ballet and dance in many forms as we celebrate the human spirit through our bodies. It pushes us to reach further, providing culturally significant art to all who are willing to nourish it and to continue moving it forward, as well as nurturing young talent both on stage and in our community.

It's helped redefine Memphis' cultural landscape and helped Ballet Memphis to evolve into a groundbreaking, nationally sought-after company.

Identified as a "national treasure" by the Ford Foundation, Ballet Memphis annually produces more original work than any other company our size and continues to breathe new life into the classical ballets we've long enjoyed. Our combined programs—professional company, ballet school, educational enrichment, community outreach and Pilates Centre—serve 75,000 people annually.

We've performed in cities nationwide, including the prestigious Jacob's Pillow Dance Festival in Becket, Mass., The Joyce Theater in New York City, and at the John F. Kennedy Center for the Performing Arts in Washington, D.C., among others.

WIZARD OF OZ

SYNOPSIS

THE REAL STORY...

Many years ago, in a place called Kansas, there lived a little girl whose name was Dorothy. She didn't have a Mom and Dad, so she lived with her Aunt Em and Uncle Henry on their farm. She had a dog named Toto and her friends were the people who worked on the farm. One day, her dog Toto got into trouble. He went into the neighbor's garden. The neighbor was a woman called Miss Gulch. She was very angry and said she would take Toto to the sheriff and have him destroyed and if Aunt Em and Uncle Henry disagreed, she'd have them thrown off the farm! Dorothy was scared, so she picked up Toto and decided to run away from home.

When she got beyond the farm, she met a very interesting person. He was called Professor Marvel and he had a little wagon with him. Painted on its side were the words: Professor Marvel's Wonders of the World. He told her about all the wonderful places he'd seen. While they were talking, the weather began to change. It was getting windy and a storm was coming. It was a twister or tornado so she ran home as fast as she could.

Meanwhile, Aunt Em, Uncle Henry and the farm workers were searching for Dorothy, but they had to hide from the storm. When she got back, it was too late, the door to the storm shelter was shut. She ran into the house but when the twister came, she fell and hit her head. The wind lifted the whole house, with Dorothy and Toto inside it, high up in the air and spun them round and round.

When the house landed down on the ground, Dorothy found she was in a very different place. Instead of Kansas, where the colors were quite dull, she was somewhere bright and colorful. Underneath a glorious rainbow, Glinda, the Good Witch of the North appeared and welcomed her. Glinda congratulated Dorothy, because she had killed the Wicked Witch of the East; the house had landed right on top of her! Then some very small people appeared. They were called Munchkins and they were all singing songs in praise of Dorothy, when suddenly, the Wicked Witch of the West was among them. She was very angry with Dorothy for killing her sister and for stealing the magic ruby slippers, which belonged to her. Dorothy had no idea how the slippers came to be on her own feet, but they wouldn't come off.

Now Dorothy had made an enemy and Glinda thought it was time she went back to Kansas to be safe, but Dorothy didn't know the way. Glinda told her to go to the Emerald City, to find the

Wizard of Oz, who would be able to help her. So Dorothy said goodbye to the Munchkins and set off with Toto, down the Yellow Brick Road to find the Wizard of Oz.

Along the way she met a scarecrow, who climbed down off his pole and decided to come with her. He was sad because he had no brain, just a head full of straw, and he was hoping the Wizard would be able to give him a brain, so they set off together. A little further on they came upon a man made of tin. The poor Tin Man was all rusted up and couldn't move, so they gave him some oil from his oil can. He was sad because he didn't have a heart; he hoped that the Wizard would be able to give him one. He joined Dorothy and the Scarecrow and off they went to see the Wizard, but just then the Wicked Witch spied them and tried to frighten them. The Tin Man and the Scarecrow were not afraid and the three friends went on their way. But by now, the forest was getting darker and spookier and all of a sudden a lion appeared. He tried to fight the Scarecrow and the Tin Man and even had a go at Toto, but Dorothy stood right up to him and punched him on the nose. The Lion burst into tears. It turned out that he was a very cowardly lion indeed and he had no courage at all. They all agreed that he should come along to see the Wizard and ask him for some courage.

Meanwhile, the Wicked Witch of the West was watching. She was determined to stop them, so she put a field of magic poppies in their way. Even though the four friends and Toto could see The Emerald City in the distance, the hazy smell of the poppies was making them fall asleep, all except the Tin Man and the Scarecrow. When they called for help, Glinda, the Good Witch of the North appeared and sent snow, which stopped the poppies' magic and woke everyone up again. The Emerald City was a wonderful place where everything was green, but the Wizard didn't want any visitors. The people were welcoming until the Wicked Witch appeared and threatened to destroy them if they didn't give up Dorothy to her. Luckily they didn't know who Dorothy was, so she was able to slip out of sight. Eventually the Wizard agreed to see the four friends. His huge face appeared on a screen and he was very frightening. He agreed to help them, but only if they brought back the Wicked Witch's broomstick. Off they went, a little daunted by their task, to find the Witch's castle.

Meanwhile the Witch was plotting against Dorothy. She was preparing her army of Winkies and her flying monkeys. In the darkest, scariest part of the wood, the monkeys flew down and attacked the four friends. Dorothy and Toto were snatched up into the air and the others were scattered all around. The monkeys took Dorothy and Toto to the Wicked Witch's Castle, where Toto managed to run away. The witch demanded the ruby slippers but the magic was too strong; the only way they could be taken off Dorothy's feet was if Dorothy was no longer alive. So poor Dorothy was left locked up, while the Wicked Witch of the West plotted how to dispose of her.

In the forest, the Tin Man, the Scarecrow and the Cowardly Lion were trying to work out a plan for finding Dorothy, when Toto appeared. As they were plotting, they heard an army of Winkies returning to the castle so they followed them, disguised in Winky uniforms and managed to get into the castle just in time. Dorothy was so pleased to see them and together they were about to escape when the Witch caught them. She had a plan of her own to destroy them one by one. Her broomstick shot out a flame at the Scarecrow to burn him and quick as a flash, Dorothy grabbed a bucket of water and threw it at the flames. When the water touched the Wicked Witch of the West, she melted clean away.

There were great celebrations among the Winkies, who were now free, and also among the people of the Emerald City, but when Dorothy returned to tell the Wizard that they had carried out his wishes, he tried to send them away. Toto was sniffing around, like dogs do, when he nudged a lever and there was a flash and a bang. The screen vanished and behind it was a very ordinary man (who looked a lot like Professor Marvel) trying to make the machinery work. You see, he wasn't a real wizard, he was just a fake, a 'humbug', as the Scarecrow called him. But he still found a way to help Dorothy's friends. He issued a diploma to the Scarecrow, a medal to the Lion, and a heart-shaped watch as a testimonial to the Tin Man. He told Dorothy that he was from Kansas too and had come to Oz in a hot-air balloon. He offered to take Dorothy home in it and said that the Scarecrow, Tin Man and Lion should rule Oz in his absence.

As the balloon was about to take off, Toto ran away and the Wizard left without Dorothy. Now she was very unhappy, however would she get home? Just then, Glinda appeared and told Dorothy that the power to get home was in the ruby slippers. So Dorothy said goodbye to her friends and tapped her heels together three times, repeating: 'there's no place like home.' Before she knew it, she was waking up in her own bed in Kansas, with Aunt Em, Uncle Henry and the farm hands welcoming her back. She tried to tell them about the amazing adventures she'd had, but to them it was all just her dream.

UNIT PLAN DEVELOPED BY:

Teaching Artist: Christin N. Lewis

(Based on Analysis of Unit Plan and Lesson Plan from the TN Framework for Evaluation and Professional Growth-FEPG). Tennessee does not require a specific format but the components of the FEPG should be met.)

TOPIC OR FOCUS:	Wizard of Oz Curriculum				
GRADE(S):	KK-5	DATE	1/6/2014	NUMBER OF UNIT LESSONS	2

<p>UNIT GOALS (Long range-how does this unit fit with year long goals?) IA Site specific ways to relate goal(s) to curriculum (team/department, system and state frameworks). IB:</p>	<ul style="list-style-type: none"> • The goal(s) of this unit is/are: To educate and expose students to the story of the Nutcracker while integrating subject areas Dance and Language Arts. Overall, creating a rich learning experience for all learners. • This unit is a prescribed portion of the curriculum map for Dance and Language Arts (Shelby County School District). • Each of the lessons in this unit builds on appropriate skill sets to achieve goals.
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<p>STATE CURRICULUM STANDARDS: (Go to the TN curriculum standards http://state.tn.us/education/ci/standards/)</p>	<p>Provided on separate sheet.</p>
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<p>LEARNING INTEGRATION: Utilize <u>A Blueprint for Learning: A Teacher's Guide to the Tennessee Curriculum.</u></p>	<p>Language Arts</p>	<p>Ex. Expand oral and written skills through vocabulary instruction and experiences.</p>
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<p>CHARACTERISTICS OF STUDENTS: (Characteristics of the students for whom this unit is intended (needs in the cognitive, social, emotional and physical areas). IA, IB, IC</p>	<p>Divide students into groups of 4's. Arrange students groups in appropriate grade/skill level (2 proficient level students, 2 Middle level and 1 low level students). Be sure to make modifications for any students with IEP.</p>
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<p>INTRODUCTORY PROCEDURES: (How will you introduce the unit and the goals?) IB</p>	<p>Today, we will begin our new unit by discussing Wizard of Oz.</p> <p>Let's start with some Guiding Questions...</p> <p>A. Have you ever heard Wizard of Oz? B. What do you know about Wizard of Oz story or movie? C. How old is the wizard of Oz story? Who was the first person to compose Wizard of Oz?</p> <p>Now we will begin class with an open discussion about what students already know about the Wizard of Oz.</p>
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<p>MATERIALS: (Identify resources materials and technology used other than textbook: Be as specific as possible.) IB and IVB</p>	Internet Search Engines	Teacher Support
	On-line textbooks	Folder
	Paper	Scissors
	Pencils	Markers
	Library books	Rulers
	Magazines	

MEDIA /TECHNOLOGY:	VCR/DVD	Transparencies	Computer	Websites	PPT
	Video	Smart Board	Overhead Projector	Slide/PPT projector	CD Player
	Slides	Books	Camera	Other:	

<p>ASSESSMENT: (Assess and evaluate learner understanding: Identify the methods the teacher will use to identify student learning levels and needs. Describe when these will be used during the unit.) IB and IIIA. (Relate assessment instruments to the outcomes stated in the goals.) IIIA</p>	<p>Students will be observed and monitored for understanding throughout each lesson as the teacher questions students, moves about the room and checks for appropriate work habits and understanding of lesson objectives. A rubric will be used to assess learner progress for each lesson. Each assessment rubric is related to learner objectives (SEE RUBRIC)</p>
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Ballet Memphis UNIT PLAN
Unit Plan Title: Wizard of Oz
LESSON 1 Title: Wizard
Lesson Author: Christin N. Lewis

TOPIC OR FOCUS OF LESSON:	Wizard of Oz		
GRADE LEVEL:	KK-12	DATE:	1/6/2014
TIME ALLOTTED FOR LESSON:	Ex. Two 50 minute class periods from 1/6/14-1/9/14		

LESSON DESCRIPTION: (Write a brief, yet concise, description of what occurs in this lesson).	In this lesson, TSW read the Wizard of Oz story. Then, discuss (in groups) plot, characters, and favorite selection in story. Please modify material based on grade level. KK-4 grade teachers show students Wizard of Oz movie. Then, begin discussion.
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CLASSROOM LAYOUT / GROUPING OF STUDENTS: Where will instruction take place? How will the room be organized?	Learning Circle	Rows	Tables	Centers
	(Open discussions)			
How will students be grouped for practice?	Whole group	Pairs	Individuals	Small Groups of 4's

OBJECTIVES: Use Bloom's Taxonomy. Objectives should be specific, outcome based and measureable.	Identify Wizard of Oz plot. Describe the scenes. List major characters. Apply research to who/whom created the Wizard of Oz. Justify why should we incorporate the Wizard of Oz to Language Arts and Dance classes? Design Wizard of Oz scene.
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STATE CURRICULUM STANDARDS: (Go to the TN curriculum standards http://state.tn.us/education/ci/standards/)	Provided on separate sheet.
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MATERIALS: (Identify resources materials and technology used other than textbook: Be as specific as possible.) IB and IVB	Internet Search Engines	Teacher Support
	On-line textbooks	Folder
	Paper	Scissors
	Pencils	Markers

MEDIA /TECHNOLOGY :	VCR/DVD	Transparencies	Computer	Websites	PPT
	Video	Smart Board	Overhead Projector	Slide/PPT projector	CD Player
	Slides	Books	Camera	Other:	

STUDENT'S PRESENT LEVEL OF PERFORMANCE & KNOWLEDGE (Do the students have the adequate knowledge to complete the lesson successfully?)	TSW should have attained skills through prior lessons to successfully complete this assignment. Students need knowledge in Language Arts (reading and writing complex text; oral presentations) and Dance (historical and culture events) TSW will be reviewed and questioned for understanding in regard to prior skills.
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INSTRUCTIONAL PROCEDURES This sometimes referred to as Set: (How will you open the lesson to motivate the students? How will you relate this lesson to previous learning & to real life experiences.)	<ol style="list-style-type: none"> 1. Today, we will begin our lesson by reviewing what we know about the Wizard of Oz story. 2. You may remember that last week we discussed the different forms of theater. Today we will look directly at one form of theater; ballet. Then, reviewed how ballets impact our history. 3. How has ballet shaped history? Can you provide me some examples? 4. Now we are going to read the Wizard of Oz story as a class. Then, discuss the plot and characters of the play. (KK-4 grade teachers show Wizard
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	<p>of Oz)</p> <p>5. Let's start with some Guiding Questions...</p> <p>A. Have you ever heard of the Wizard of Oz?</p> <p>B. What do you know about Wizard of Oz story or movie?</p> <p>C. How old is the wizard of Oz story? Who was the first person to compose Wizard of Oz?</p>
<p>TECHNIQUES AND ACTIVITIES: (List the step-by-step activities in sequential order as they occur in the lesson. They clearly identify what is to take place in the lesson. Within the procedures a variety of classroom teaching strategies [methods] are identified. Student centered activities are included as well as guided practice of the learning.)</p>	<p>INSTRUCTION (The Teacher Will):</p> <ol style="list-style-type: none"> 1. TTW begin the lesson by stating the objective. Then, assign students characters to read as a class. (KK-4 teachers show Wizard of Oz Movie) 2. TTW ask students the following questions for directions for understanding of lesson objectives: What are we learning about today in class? Who can describe in their own words the objective for today's lesson? 3. TTW explain and demonstrate activity in order to actively involve student. Each student should take notes from teacher's demonstration; then complete activities for lesson. 4. TTW show teacher/student made examples to support a better understanding of activities for this lesson. 5. TTW utilize examples of work to assist students or promote new ideas for students in this lesson. 6. TTW demonstrate lesson activity by: <ul style="list-style-type: none"> • A. Reading the directions to the class. • B. Demonstrate teacher's work for a better understanding of today's activity. • C. Pass around teacher's work for assistance if needed. • D. Asking students questions to check for understanding before having students to work independently (OR with assigned group) on activities for this lesson. 7. TTW will have students select a number between 1 through 4. Then, assigned job descriptions for students to complete activities. If you are #1- the reporter for this group (you must read and present information to class). #2- the recorder for this group (you must write and record information for this group). #3 timekeeper for this group (you must

	<p>make sure your group is using time wisely and staying on task) #4 Organizer for this group (you must organize material for activity and oral presentation. All students are required to complete their job description; while completing Wizard activities.</p> <p>8. TTW assign students to pass out materials and/or gather materials needed to complete assignment.</p> <p>9. TTW will move about the class, check for understanding, reach as necessary and give students appropriate feedback.</p> <p>10. TTW assess/evaluate learning by utilizing observations and rubric. Students will be given appropriate feedback.</p> <p>11. TTW initiate closure activity to reinforce objective(s).</p> <p>12. TTW assign students to help with specific cleanup activities,</p> <p>13. TTW dismiss students using established classroom procedures.</p> <p>SUPERVISED PRACTICE (The Student Will)</p> <ol style="list-style-type: none"> 1. TSW enter the room and prepare for learning by following established classroom procedures. 2. TSW listen quietly while the teacher introduces and demonstrates the lesson. 3. TSW will answer questions, be attentive and respectful of peers and teacher. 4. TSW work independently and use materials appropriately. 5. TSW answer questions for clarity if needed 6. TSW complete work according to rubric/assessment guidelines. 7. TSW clean their area and put away materials neatly and quietly. <p>8. TSW will line up and exit the room following designated classroom procedures.</p>
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<p>CLOSURE (How will the lesson come to a close? The content should be summarized and related to future lessons, and actively involve the students.)</p>	<p>What did we learn about today? Who can tell me what our lesson objective was? We learned a little bit about this last week when we begin discussing the different forms of theatre. We will use what we have learned today in</p>
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	our next lesson by discussing what we think may happen to Dorothy on her journey.
STUDENT PRODUCTS: What artifact(s) or products will result from the lesson? (Such as a painting, drawing, clay piece, slideshow, report, etc.)	Oral and Written Responses

EVALUATION (Students will be evaluated using the rubric below):

Lesson Rubric

Elementary/Middle:		E 25-20 A	G 20-15 B	S 15-10 C	N 10-5 D	U 5-0 F
High School:						
Possible Points 25	Earned Points:	Enthusiastic class participation	Good class participation	Satisfactory class participation	Minimal class participation	Little if any class participation
Possible Points 25	Earned Points:	Followed directions correctly and completely	Followed most directions correctly	Followed few directions correctly	Followed only one or two directions correctly	Did not follow directions
Possible Points 25	Earned Points:	Showed skill in use of materials	Showed some skill in use of materials	Needed some assistance with basic materials use	Very little understanding of basic material use	No understanding of basic material use
Possible Points 25	Earned Points:	Understood concepts and able to complete and explain material in its entirety	Understood concepts but needed some assistance in completing and/or explaining material	Understood concepts but needed a lot of assistance in completing and/or explaining material	Needed assistance to complete and/or explain assignment	Did not finish assignment.
Possible Points 25	Earned Points:	Completed assignment on time. Work shows excellent craftsmanship	Completed assignment but may not show excellent craftsmanship	Completed most of assignment with some level of craftsmanship	Completed little of the assignment with minimal craftsmanship	Did not participate in any of the objectives of the lesson

<u>ADAPTATIONS FOR SPECIAL NEEDS:</u> How will you adapt the learning/equipment for students with special needs?	Students with IEP's have the following modifications: Preferential seating, more time to complete assignments, adaptive materials, and peer tutoring when necessary. Students who need periodic movement to meet their needs will be given an opportunity to get up and move (pass out papers, help teacher) to build esteem. If necessary they may be seated in areas where there are fewer distractions). Love and Logic behavioral modifications are also used.
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Ballet Memphis UNIT PLAN
Unit Plan Title: Ballet Memphis Wizard of Oz
LESSON 2 Title: Wizard of Oz
Lesson Author: Christin N. Lewis

TOPIC OR FOCUS OF LESSON:	Wizard of Oz		
GRADE LEVEL:	KK-12	DATE:	1/13/14- 1/16/14
TIME ALLOTTED FOR LESSON:	Ex. Two 50 minute class periods from 10/9/13-10/11/13		

LESSON DESCRIPTION: (Write a brief, yet concise, description of what occurs in this lesson).	In this lesson, TSW continue discussing Wizard of Oz story to complete activities for this lesson. Then, students will creatively explore ways to shape the story into their own.
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CLASSROOM LAYOUT / GROUPING OF STUDENTS: Where will instruction take place? How will the room be organized?	Learning Circle (Open discussions)	Rows	Tables	Centers
How will students be grouped for practice?	Whole group	Pairs	Individuals	Small Groups of 4's

OBJECTIVES: Use Bloom's Taxonomy. Objectives should be specific, outcome based and measurable.	Identify actresses and actors names in the movie to obtain some historical facts. Describe the differences between the movie and L. Frank Baum's novel. Identify length of time to complete movie and novel Apply research to identifying facts about Wizard of Oz Justify how one can create their own storyline to Wizard of Oz. Design your favorite character from Wizard of Oz.
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STATE CURRICULUM STANDARDS: (Go to the TN curriculum standards http://state.tn.us/education/ci/standards/)	Provided on separate sheet.
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MATERIALS: (Identify resources materials and technology used other than textbook: Be as specific as possible.) IB and IVB	Internet Search Engines	Teacher Support
	On-line textbooks	Folder
	Paper	Scissors
	Pencils	Markers

MEDIA /TECHNOLOGY :	VCR/DVD	Transparencies	Computer	Websites	PPT
	Video	Smart Board	Overhead Projector	Slide/PPT projector	CD Player
	Slides	Books	Camera	Other:	

STUDENT'S PRESENT LEVEL OF PERFORMANCE & KNOWLEDGE (Do the students have the adequate knowledge to complete the lesson successfully?)	TSW should have attained skills through prior lessons to successfully complete this assignment. Students need knowledge in Drama/Theater, Social Studies (historical events), Language Arts (reading and writing complex text; oral presentations) and Dance (historical and culture events) TSW will be reviewed and questioned for understanding in regard to prior skills.
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INSTRUCTIONAL PROCEDURES This sometimes referred to as Set: (How will you open the lesson to motivate the students? How will you relate this lesson to previous learning & to real life experiences.)	<ol style="list-style-type: none"> 1. Today, we will begin our lesson by reviewing what we remembered about last week's lesson of Wizard of Oz 2. You may remember that last week we discussed the different forms of theater. Today we will compare one form of theater; Ballet. Then, reviewed how
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	<p>each form impact our history.</p> <ol style="list-style-type: none"> 3. How have novels, ballets and movies shaped history? 4. Now that we are reading a (novel) or watching (film), what would you like to see happen if you were creating your own Wizard of Oz.? 5. Let's start with some Guiding Questions... <ol style="list-style-type: none"> A. What would be different? B. What would you care to share with your audience, readers or movie goers? C. What would your scenes look like? Would you use similar characters?
<p>TECHNIQUES AND ACTIVITIES: (List the step-by-step activities in sequential order as they occur in the lesson. They clearly identify what is to take place in the lesson. Within the procedures a variety of classroom teaching strategies [methods] are identified. Student centered activities are included as well as guided practice of the learning.)</p>	<p>INSTRUCTION (The Teacher Will):</p> <ol style="list-style-type: none"> 1. TTW begin the lesson by stating the objective. Then, assign students characters to read as a class. (KK-1 teachers may want to read to students) Please modify as needed. 2. TTW ask students the following questions for directions for understanding of lesson objectives. What are we learning about today in class? Who can describe in their own words the objective for today's lesson? 3. TTW explain and demonstrate activity in order to actively involve student. Each student should take notes from teacher's demonstration; then complete activities for lesson. 4. TTW show teacher/student made examples to support a better understanding of activities for this lesson. 5. TTW utilize examples of work to assist students or promote new ideas for students in this lesson. 6. TTW demonstrate lesson activity by: <ul style="list-style-type: none"> • A. Reading the directions to the class. • B. Demonstrate teacher's work for a better understanding of today's activity. • C. Pass around teacher's work for

	<p>assistance if needed.</p> <ul style="list-style-type: none"> • D. Asking students questions to check for understanding before having students to work independently (OR with assigned group) on activities for this lesson. <ol style="list-style-type: none"> 7. TTW will have students select a number between 1 through 4. Then, assigned job descriptions for students to complete activities. If you are #1- the reporter for this group (you must read and present information to class). #2- the recorder for this group (you must write and record information for this group). #3 timekeeper for this group (you must make sure your group is using time wisely and staying on task) #4 Organizer for this group (you must organize material for activity and oral presentation. All students are required to complete their job description; while completing Wizard activities. 8. TTW assign students to pass out materials and/or gather materials needed to complete assignment. 9. TTW will move about the class, check for understanding, reach as necessary and give students appropriate feedback. 10. TTW assess/evaluate learning by utilizing observations and rubric. Students will be given appropriate feedback. 11. TTW initiate closure activity to reinforce objective(s). 12. TTW assign students to help with specific cleanup and activities 13. TTW dismiss students using established classroom procedures. <p>SUPERVISED PRACTICE (The Student Will)</p> <ol style="list-style-type: none"> 1. TSW enter the room and prepare for learning by following established classroom procedures. 2. TSW listen quietly while the teacher introduces and demonstrates the lesson.
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	<ol style="list-style-type: none"> 3. TSW will answer questions, be attentive and respectful of their peers and teacher. 4. TSW work independently, use materials appropriately, and 5. TSW answer questions for clarity if needed 6. TSW complete work according to rubric/assessment guidelines. 7. TSW clean their area and put away materials neatly and quietly. TSW will line up and exit the room following designated classroom procedures.
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<p>CLOSURE (How will the lesson come to a close? The content should be summarized and related to future lessons, and actively involve the students.)</p>	<p>What did we learn about today? Who can tell me what our lesson objective was? We learned a little bit about this last week when we began discussing the different forms of theater. We will use what we have learned today in our next lesson by attending a Ballet Memphis Production of the Wizard of Oz. Then, compare the Wizard of Oz novel to the movie. Then, the movie to ballet.</p>
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STUDENT PRODUCTS: What artifact(s) or products will result from the lesson? (Such as a painting, drawing, clay piece, slideshow, report, etc.)	Oral and Written Responses
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EVALUATION (Students will be evaluated using the rubric below):

Lesson Rubric

Elementary/Middle :		E 25-20 A	G 20-15 B	S 15-10 C	N 10-5 D	U 5-0 F
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<p><u>ADAPTATIONS FOR SPECIAL NEEDS:</u> How will you adapt the learning/equipment for students with special needs?</p>	<p>Students with IEP's have the following modifications: Preferential seating, more time to complete assignments, adaptive materials, and peer tutoring when necessary. Students who need periodic movement to meet their needs will be given an opportunity to get up and move (pass out papers, help teacher) to build esteem. If necessary they may be seated in areas where there are fewer distractions). Love and Logic behavioral modifications are also used.</p>
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<p><u>SUPPLEMENTAL ACTIVITIES:</u> Extension and remediation: Extensions are additional activities to expand learning on the lesson content. Remediation activities include methods to reteach the learning for students who need more instruction/practice.</p>	<p>Students who are having difficulty with the lesson will be reinforced with additional instruction that utilizes additional individual demonstration, questioning techniques, peer tutoring, etc.</p> <p>Students who complete work quickly and appropriately will be given the opportunity to go to learning center where handouts are provided for additional activities relating to the lesson topic such as labeling maps, essays, etc.</p>
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WIZARD ACTIVITIES

Kindergarten- 2nd Grade

3rd-5th Grade

6th-8th Grade

9th-12th Grade

ACTIVITIES FOR WIZARD OF OZ (KK-2)

Content that is focus of discussion: Wizard of Oz Movie (1939)

Objectives: TSW complete (5) learning activities that supports Wizard of Oz movie.

LEARNING ACTIVITY TO ACCOMPLISH OBJECTIVES:

Section 1 “C” Level Activity:

Students must complete activities 1-3

Act#	Activity Description
1A	Favorite Character
2A	Dorothy Worksheet
3A	Toto Worksheet

Section 2- “B” Level Activities

Students must complete both activities

Act#	Activity Description
4B	Color My Rainbow
5B	Guess Who’s Who

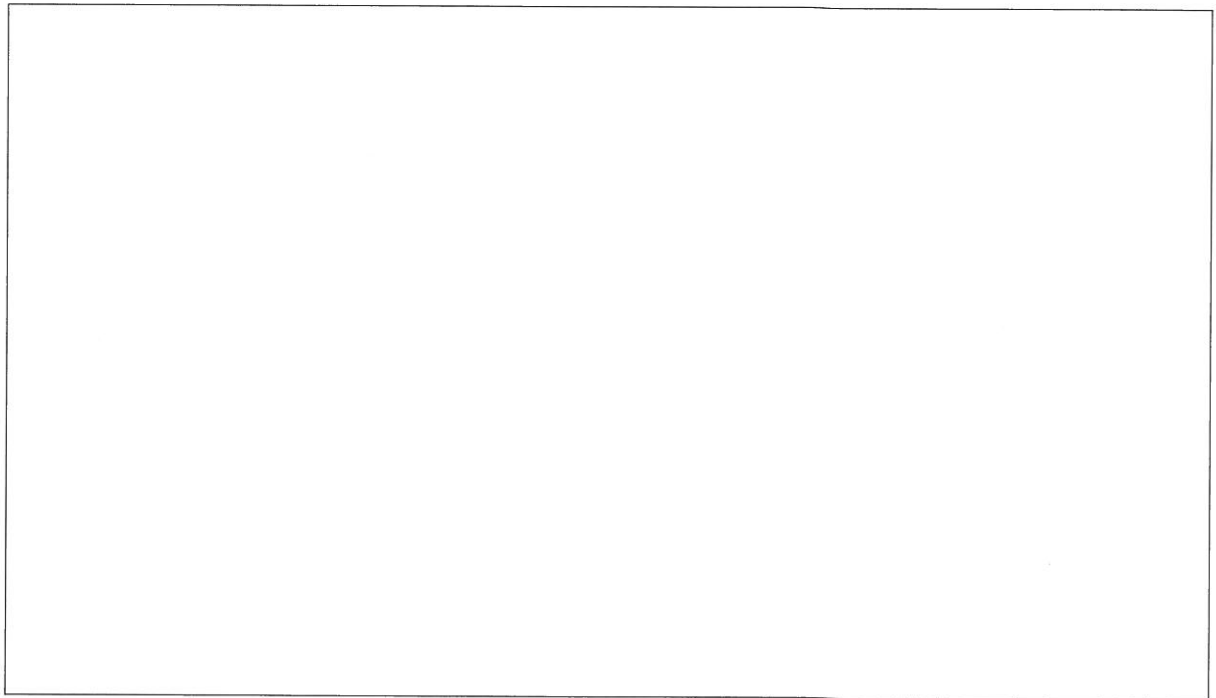
Name: _____

TELL ME ABOUT YOUR FAVORITE CHARACTER

1. Who was your favorite character?

2. What color was their costume?

3. Can you draw or paint them?



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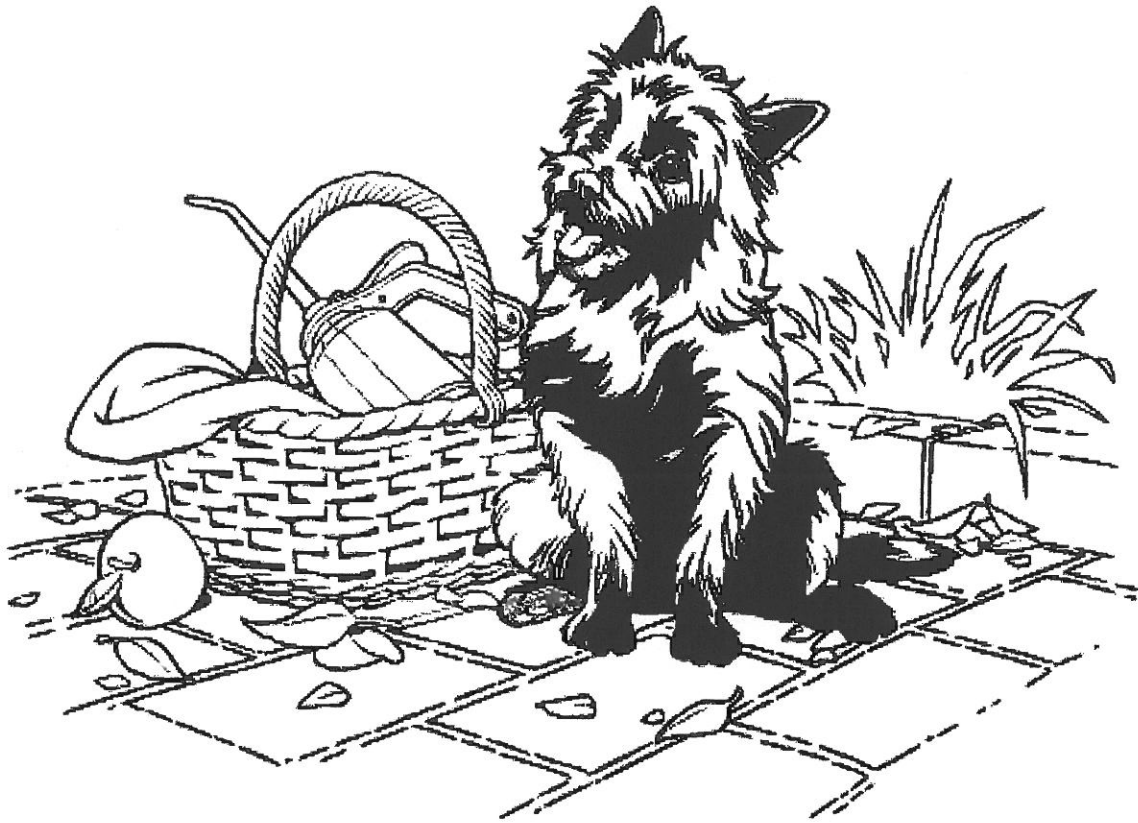
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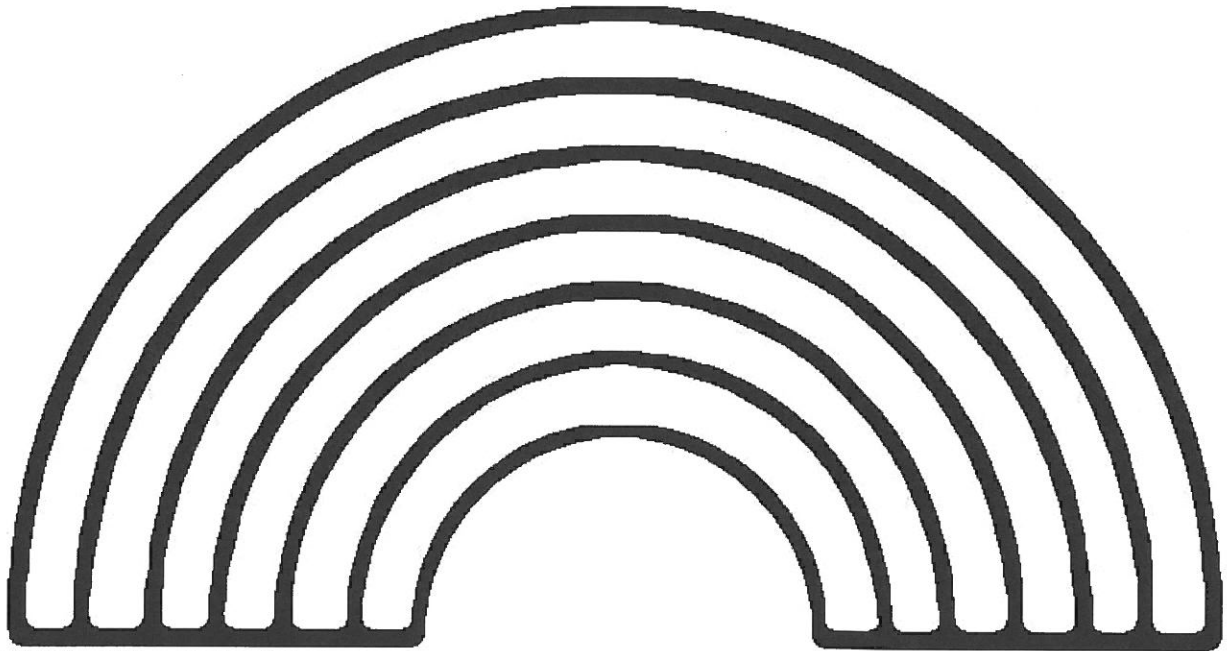
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Name: _____

COLOR MY RAINBOW

What colors are in the rainbow? Can you guess them? Color the rainbow below and **MAKE A WISH!**



© 2000 Sherri Osborn - familycrafts.about.com

What colors did you use?

Name: _____

Guess Who's Who









ACTIVITIES FOR WIZARD OF OZ (3rd-5th Grade)

Content that is focus of discussion: Wizard of Oz Movie (1939); L. Frank Baum Novel (5th Grade)

Objectives: TSW complete (6) learning activities that supports Wizard of Oz movie.

LEARNING ACTIVITY TO ACCOMPLISH OBJECTIVES:

Section 1 “C” Level Activity:

Students must complete activities 1-3

Act#	Activity Description
1A	Favorite Character
2A	Identify the plot and setting
3A	Color a Character

Section 2- “B” Level Activities

Students must complete assignments in groups of 3's or 4's

Act#	Activity Description
4B	Guessing Game
5B	Word Search
6B	Research History

Name: _____

TELL ME ABOUT YOUR FAVORITE CHARACTER

Answer the following questions. Then, use the space below to create a cartoon comic of your favorite character. Remember to always be creative. This is your Wizard of Oz experience.

- 1. Who was your favorite character?**
- 2. What color was their costume?**
- 3. Do you remember how they moved?**
- 4. Can you remember a phrase they said?**
- 5. Can you remember any of their songs?**

Name: _____

Answer the following questions.

1. What is a plot?
2. Can you identify what the plot is in the Wizard of Oz?
3. What is a setting?
4. Where did the Wizard of Oz take place?
5. Who were the major characters in the Wizard of Oz?
6. Do you remember what state Dorothy lived in?
7. What happened to cause the family to go to shelter?
8. Who was Dorothy's best companion? What was Dorothy's companion's name?

After you completed answering questions, share answers with classmates.

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Group Names: _____

GUESSING GAME

In a group, take turns creating still pictures with your bodies of your favorite moment in the story or movie. Let's see if your peers can guess your favorite moment.

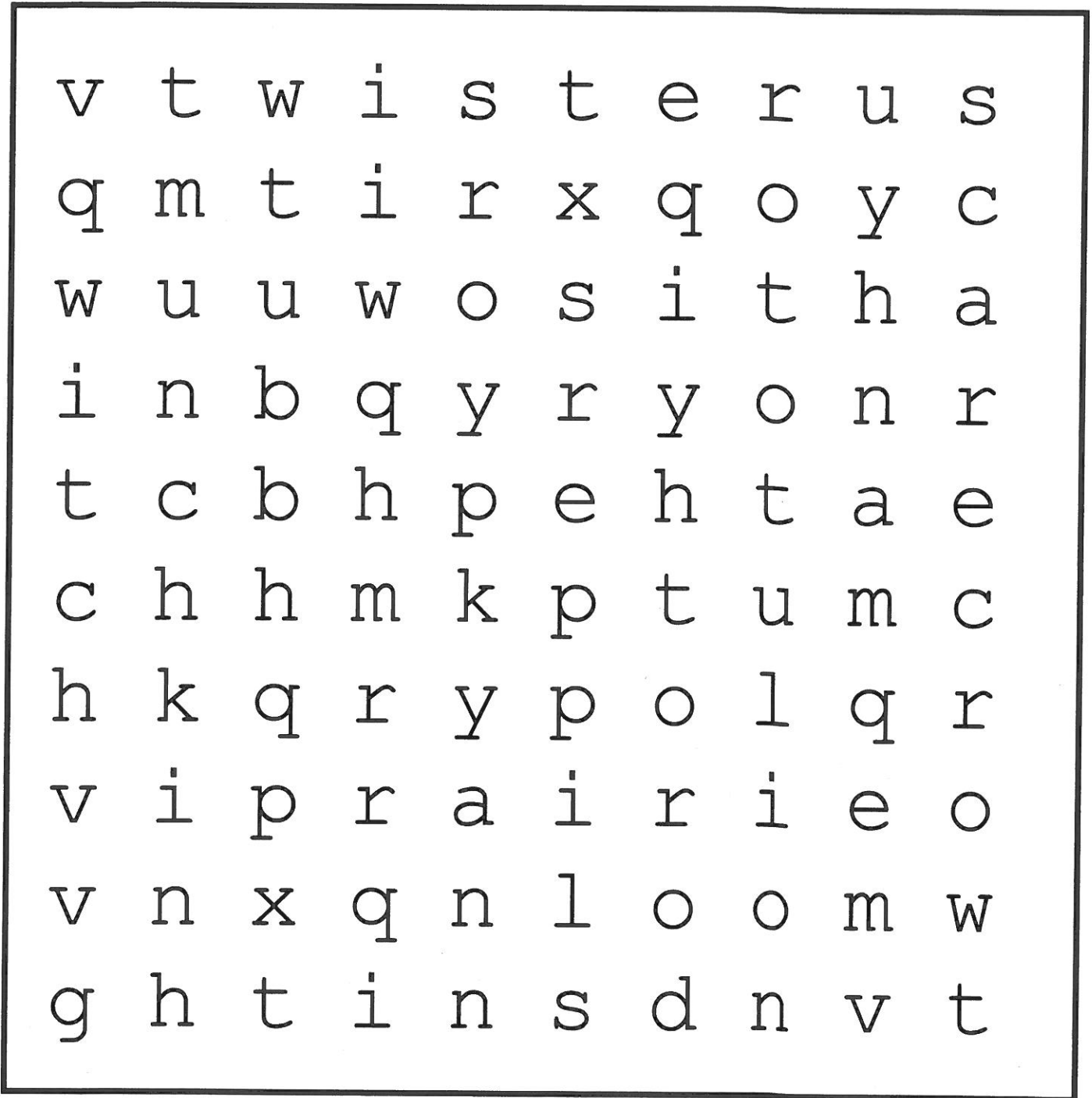
Note to teachers: Students can show their journey down the yellow brick road, or the twister (Dorothy and Toto reaction). Perhaps, the way the scarecrow, cowardly lion or tin man moves. There's no right or wrong. It's about encouraging their creativity.

Name _____

Wiz Search

Find and circle these words. They run up, down, across, and diagonally.

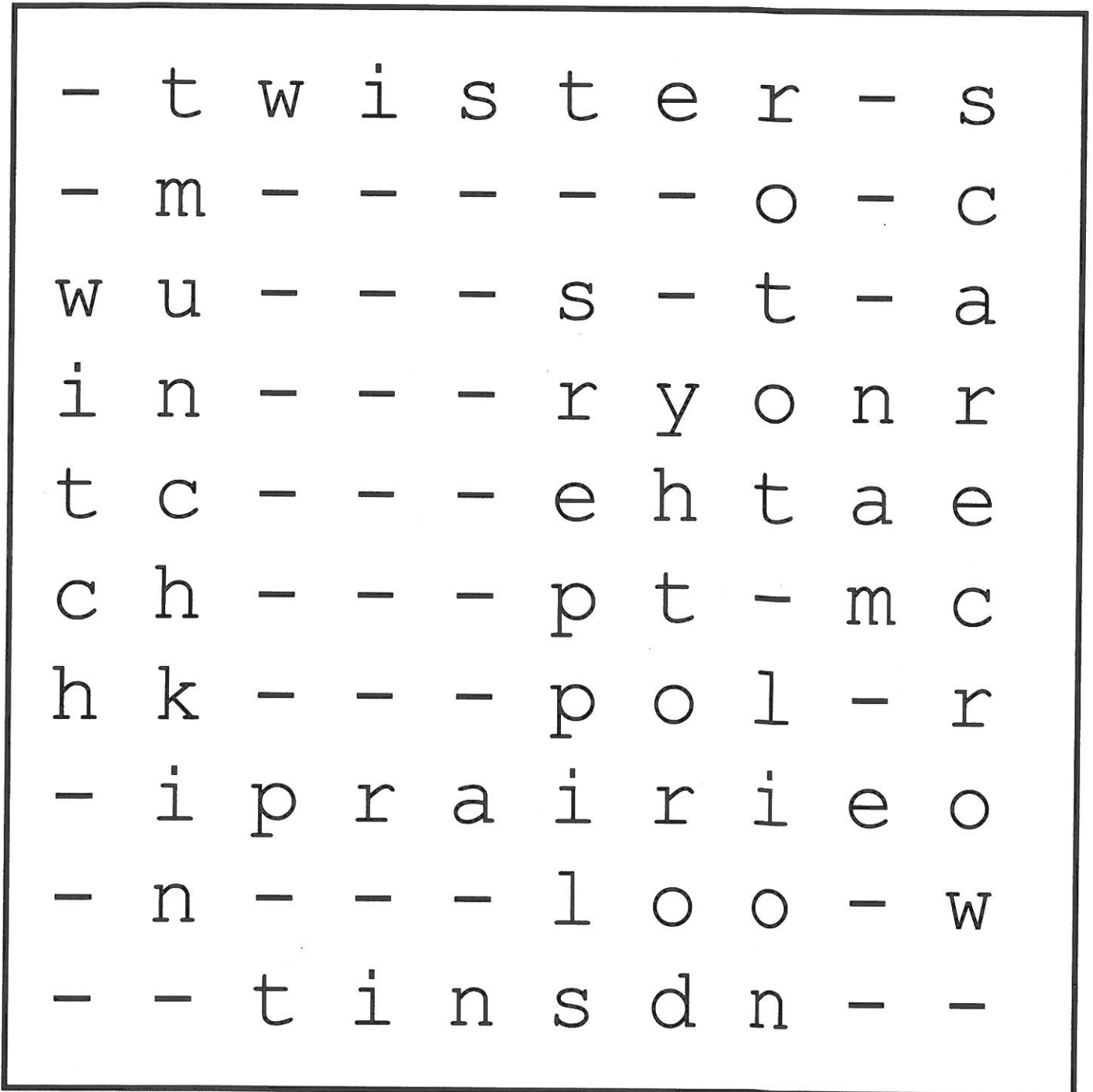
munchkin dorothy scarecrow lion tin man
twister toto witch prairie slippers



Wordsearch fun

Answers

munchkin dorothy scarecrow lion tin man
twister toto witch prairie slippers



Name: _____

Research History of Wizard of Oz

Students must research additional information about Wizard of Oz. Please answer in complete sentences.

1. How much did cowardly lion costume weigh?
2. What was cowardly lion costume made from?
3. What was the actress name that played Dorothy in the movie?
4. How old was she when she made the movie?
5. In the novel by L. Frank Baum's (1900) what color were Dorothy's slippers?
6. Why was the color of Dorothy's slippers changed later?
7. Was Toto a male or female dog?
8. How much did Toto get paid for playing in the movie?
9. What did you find interested about this assignment?
10. What did you learn that you did not know before?

Teacher Key:

1. Almost 100 pounds
2. Real lion pelts
3. Judy Garland
4. 16 years old
5. Silver
6. To create a wow
7. Female dog
8. \$125 per week
- 9-10. Student's response

ACTIVITIES FOR WIZARD OF OZ (6th -8th Grade)

Content that is focus of discussion: L. Frank Baum Novel; Wizard of Oz Movie (1939)

Objectives: TSW complete (7) learning activities that supports Wizard of Oz movie.

LEARNING ACTIVITY TO ACCOMPLISH OBJECTIVES:

Section 1 “C” Level Activity:

Students must complete activities 1-3

Act#	Activity Description
1A	Favorite Character
2A	Discussion Questions
3A	Everyone LOVES to COLOR

Section 2- “B” Level Activities

Students must complete activities 4-7

Act#	Activity Description
4B	Guessing Game & Creating a Dance
5B	Word Search
6B	Research History
7B	Describing and Creating your OWN SCENE

Name: _____

TELL ME ABOUT YOUR FAVORITE CHARACTER

Answer the following questions. Then, use the space below to create a cartoon comic of the character you would change. Remember to always be creative.

This is your Wizard of Oz experience. Add dialogue.

- 1. Who was your favorite character?**
- 2. What was unique about their costume?**
- 3. Do you remember how they?**
- 4. Can you remember a phrase they said?**
- 5. Can you remember any of their songs?**
- 6. If could change one character's personality, who would you change?
Explain why?**

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Name: _____

Answer the following questions.

1. The Wizard of Oz has been called the first American fairy tale and Baum's intentions were to write a fairy tale that differed from the older, European ones. How is this story different from other fairy tales you've read or are familiar with? Would you call Oz particularly American?
2. Is this story accessible to a modern audience? Is there anything dated about it? Do you think it will continue to appeal to children in future generations?
3. The Scarecrow yearns for a brain, but he's actually the most intelligent and logical person in the group. Is this irony present elsewhere in the story? What purpose does it serve?
4. Why does the Wizard behave the way he does? Is his behavioral excusable or not? He describes himself as a good man but a bad wizard; do you agree?
5. What are the power dynamics in Oz? How does one get and lose power in Oz?

Group Names: _____

GUESSING GAME & DANCE

Part 1

In a group, take turns creating still pictures with your bodies of your favorite moment in the story or movie. Let's see if your peers can guess your favorite moment.

Note to teachers: Students can show their journey down the yellow brick road, or the twister (Dorothy and Toto reaction). Perhaps, the way the scarecrow, cowardly lion or tin man moves. There's no right or wrong. It's about encouraging their creativity.

Part 2

In the same group from (Part 1), have students create a dance of your favorite moment in the story or movie. Then, have students show their dance to peers.

Name _____

Wiz Search

Find and circle these words. They run up, down, across, and diagonally.

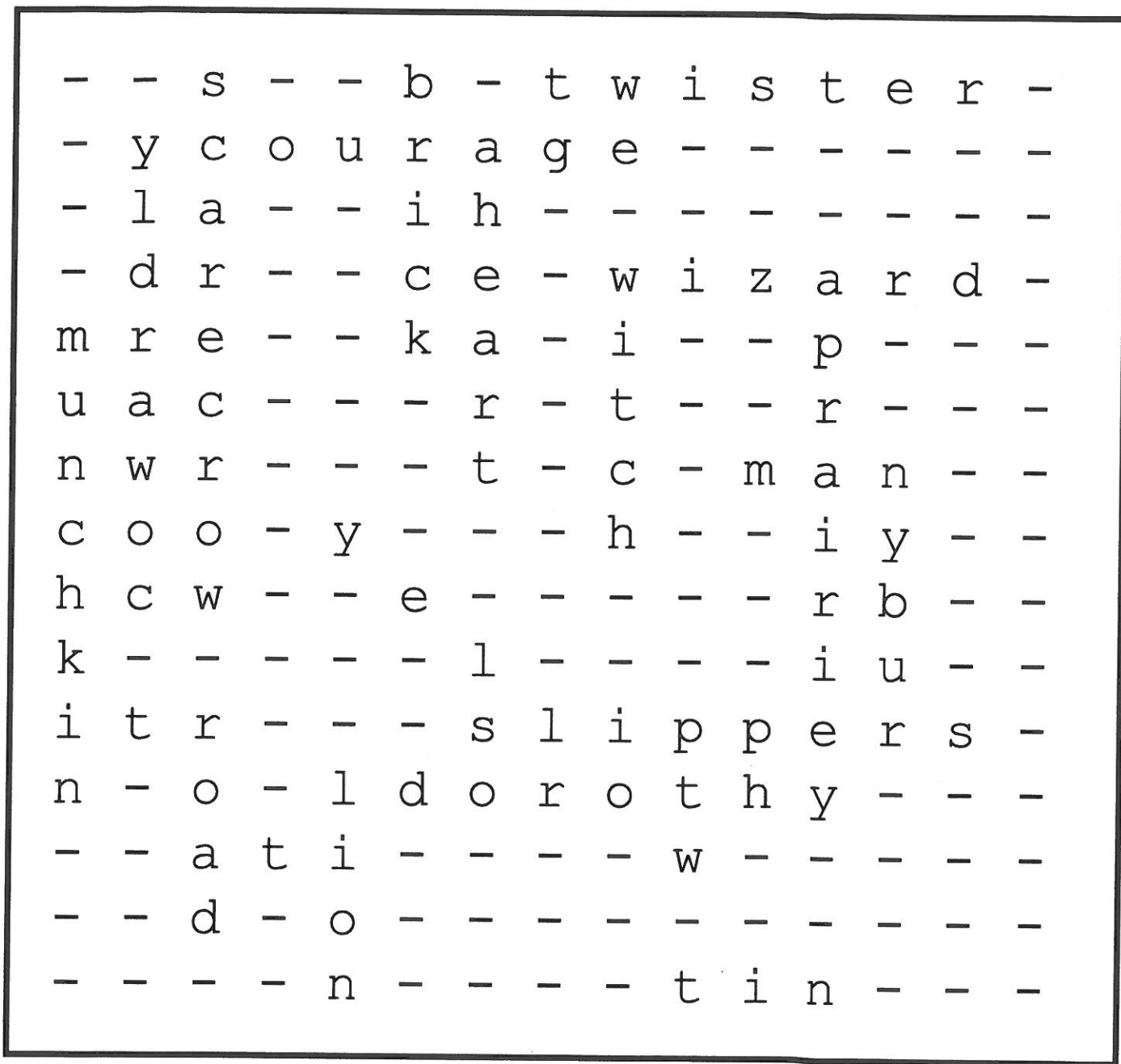
munchkin	dorothy	scarecrow	lion	tin	man
twister	toto	witch	prairie	slippers	yellow
brick	road	cowardly	ruby	heart	courage
wizard					

s	r	s	j	w	b	f	t	w	i	s	t	e	r	d
m	y	c	o	u	r	a	g	e	h	z	g	v	r	l
j	l	a	k	j	i	h	s	q	s	g	u	i	t	e
c	d	r	v	t	c	e	j	w	i	z	a	r	d	r
m	r	e	h	p	k	a	c	i	h	o	p	l	v	n
u	a	c	q	s	i	r	n	t	s	r	r	e	i	r
n	w	r	u	u	f	t	k	c	o	m	a	n	g	a
c	o	o	r	y	d	z	d	h	u	p	i	y	i	t
h	c	w	j	z	e	s	c	q	b	w	r	b	k	c
k	s	f	q	b	n	l	u	y	v	j	i	u	b	j
i	t	r	o	f	b	s	l	i	p	p	e	r	s	v
n	r	o	v	l	d	o	r	o	t	h	y	a	d	i
g	h	a	t	i	t	f	x	u	w	u	x	i	p	e
w	b	d	v	o	c	r	m	e	d	d	z	z	l	k
l	c	t	t	n	a	m	u	x	t	i	n	c	s	d

Wordsearch fun

Answers

munchkin	dorothy	scarecrow	lion	tin	man
twister	toto	witch	prairie	slippers	yellow
brick	road	cowardly	ruby	heart	courage
wizard					



Name: _____

Research History of Wizard of Oz

Students must research additional information about Wizard of Oz. Please answer in complete sentences.

1. How much did cowardly lion costume weigh?
2. What was cowardly lion costume made from?
3. What was the actress name that played Dorothy in the movie?
4. How old was she when she made the movie?
5. In the novel by L. Frank Baum's (1900) what color were Dorothy's slippers?
6. Why were Dorothy's slippers changed later?
7. What was the actress name that played the wicked witch of the west?
8. How old was she at the time of the movie?
9. Who played Glinda the good witch of the north?
10. How old was she at the time of the movie?
11. Who was the first choice for Tin Man?
12. What happened to Tin Man to cause for a replacement in the movie?
13. Who was Tin Man replacement?
14. Was Toto a male or female dog?
15. How much was Toto paid for playing in the movie?
16. How many directors and writer did it take to bring the Wizard of Oz to the big screen?
17. How many costumes were created for the movie?
18. How much was L. Frank Baum paid for film rights to his book?
19. The film was nominated for how many Academy Awards?
20. What movie did the Wizard of Oz lose Academy Awards too?

Teacher Key:

- 1. Almost 100 pounds**
- 2. Real lion pelts**
- 3. Judy Garland**
- 4. 16 years old**

- 5. Silver**
- 6. To create a wow**
- 7. Margaret Hamilton**
- 8. 36 years old**
- 9. Billie Burke**
- 10. 54 years old**
- 11. Buddy Ebsen**
- 12. He suffered from extreme allergic reaction to aluminum dust in his make-up.**
- 13. Jack Haley**
- 14. Female dog**
- 15. \$125 per week**
- 16. Five directors & 14 writers**
- 17. 3210**
- 18. \$75,000**
- 19. 6 Academy Award nominations**
- 20. Gone with the Wind.**

Name: _____

DESCRIBING & CREATING YOUR OWN WIZ

On a separate sheet of paper, design and create your own Wizard of Oz scene.

Guiding Questions:

- Is there a scene that you thought you could create better than the original? What would be different? Would you use the same characters or create new characters?
- What would your design look like? What colors would you use? What would your characters wear?
- What will be your plot? What setting would your Wiz take place?

Use guiding questions above to develop your Wizard of Oz. Remember this is YOUR wiz...So own it! Add dialogue to make it come alive.

ACTIVITIES FOR WIZARD OF OZ (9th -12th Grade)

Content that is focus of discussion: L. Frank Baum Novel; Wizard of Oz Movie (1939)

Objectives: TSW complete (9) learning activities that supports Wizard of Oz movie.

LEARNING ACTIVITY TO ACCOMPLISH OBJECTIVES:

Section 1 “C” Level Activity:

Students must complete activities 1-3

Act#	Activity Description
1A	Favorite Character
2A	Discussion Questions
3A	Everyone LOVES to COLOR
4A	Creative Writing

Section 2- “B” Level Activities

Students must complete activities 4-7

Act#	Activity Description
5B	Guessing Game & Creating a Dance
6B	Word Search
7B	Research History
8B	Describing and Creating your OWN SCENE

Name: _____

TELL ME ABOUT YOUR FAVORITE CHARACTER

Answer the following questions. Then, use the space below to create a cartoon comic of the character you would change. Remember to always be creative.

This is your Wizard of Oz experience. Add dialogue.

1. Who was your favorite character?
2. What was unique about their costume?
3. Do you remember how they?
4. Can you remember a phrase they said?
5. Can you remember any of their songs?
6. If could change one character's personality, who would you change? Explain why?

Name: _____

Answer the following questions.

1. The Wizard of Oz was first published in 1900 and met with both commercial and critical success. What do you think makes this tale so appealing, so timeless, and so easily adapted to other media?
2. What roles do money and capitalism play in the Wizard of Oz? What is valued in the land of Oz as opposed to what is valued in the real world?
3. One of the things that L. Frank Baum did not like about traditional fairy tales was the didactic way in which they taught morals and values. Does his story express any particular values or moral lessons? If so, how does he communicate them?
4. William Wallace Denslow's illustrations have been an essential part of this book since its first publication. In some cases, the illustrations anticipate the action in the text. What effects do the illustrations have on your reading of the story?
5. Why do you think Baum wrote the story when he did? Was there anything going on in the world at that time that might have led him to want to write a pure fairy tale?

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Name: _____

CREATIVE WRITING

Use space below or separate sheet of paper

Part 1

Using metaphors to describe the dusty gray funnel (looks or sound like). What does it do that a person does? Where? Explain

Part 2

Think about a time in your life, were you went on a journey to a new place. Describe this experience. What did you see? Where were you headed?

If you have not been on a journey, tell me where would you want to go if you had the opportunity? What do you want to see? Are you with friends or family? Did you go alone?

Group Names: _____

GUESSING GAME & DANCE

Part 1

In a group, take turns creating still pictures with your bodies of your favorite moment in the story or movie. Let's see if your peers can guess your favorite moment.

Note to teachers: Students can show their journey down the yellow brick road, or the twister (Dorothy and Toto reaction). Perhaps, the way the scarecrow, cowardly lion or tin man moves. There's no right or wrong. It's about encouraging their creativity.

Part 2

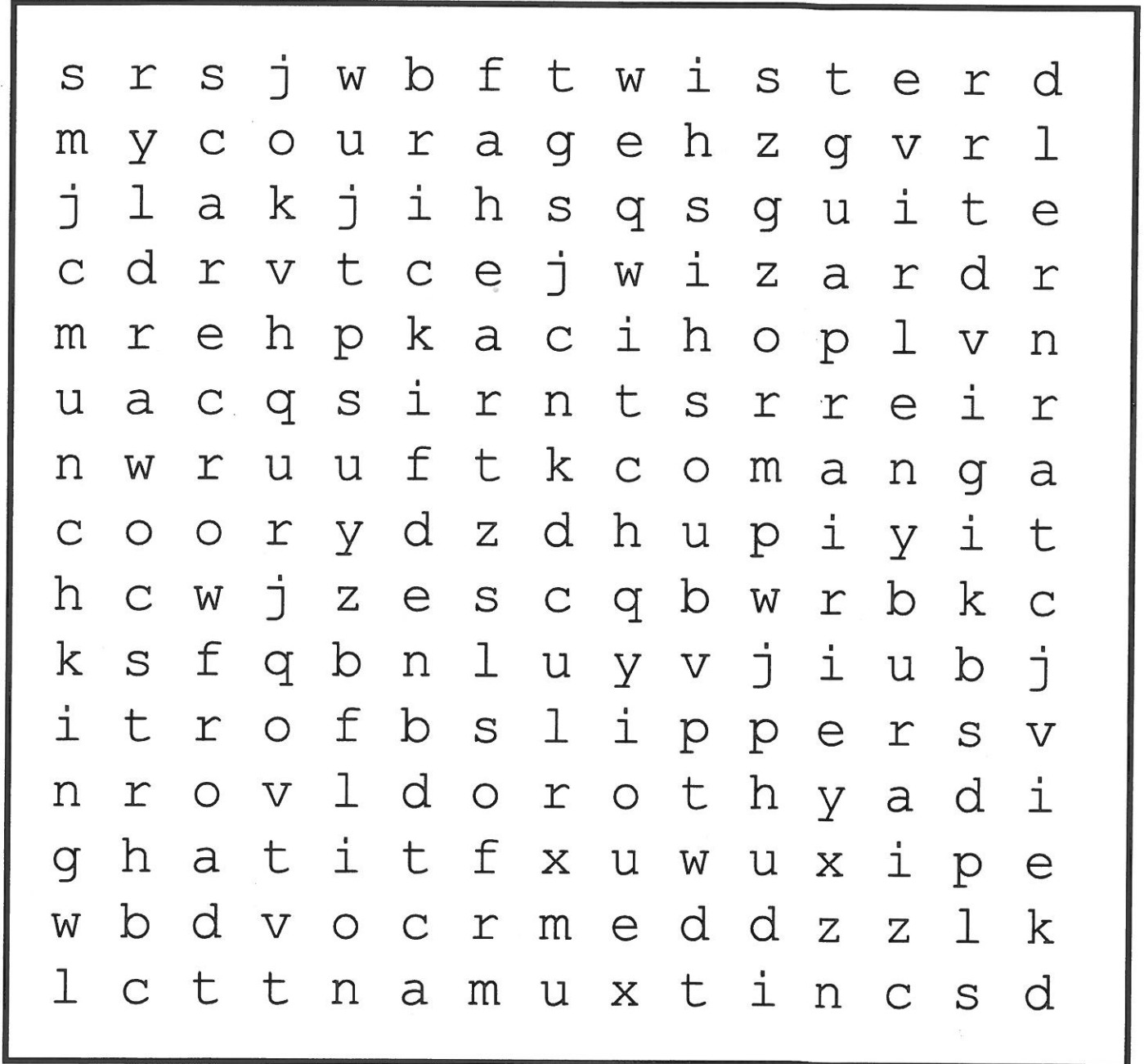
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Name _____

Wiz Search

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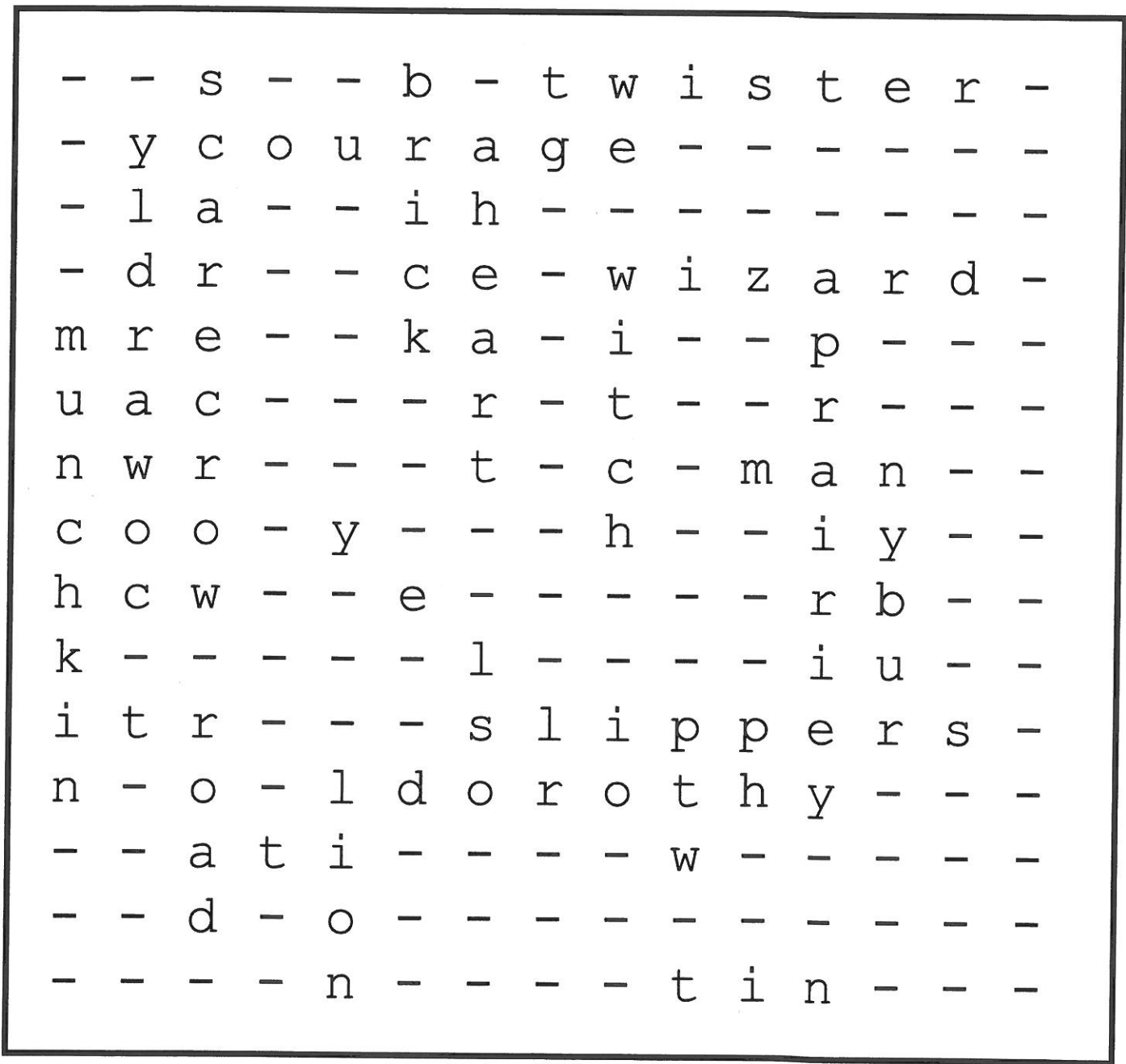
munchkin	dorothy	scarecrow	lion	tin	man
twister	toto	witch	prairie	slippers	yellow
brick	road	cowardly	ruby	heart	courage
wizard					



Wordsearch fun

Answers

munchkin	dorothy	scarecrow	lion	tin	man
twister	toto	witch	prairie	slippers	yellow
brick	road	cowardly	ruby	heart	courage
wizard					



Name: _____

Research History of Wizard of Oz

Students must research additional information about Wizard of Oz. Please answer in complete sentences.

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6. Why were Dorothy's slippers changed later?
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8. How old was she at the time of the movie?
9. Who played Glinda the good witch of the north?
10. How old was she at the time of the movie?
11. Who was the first choice for Tin Man?
12. What happened to Tin Man to cause for a replacement in the movie?
13. Who was Tin Man replacement?
14. Was Toto a male or female dog?
15. How much was Toto paid for playing in the movie?
16. How many directors and writer did it take to bring the Wizard of Oz to the big screen?
17. How many costumes were created for the movie?
18. How much was L. Frank Baum paid for film rights to his book?
19. The film was nominated for how many Academy Awards?
20. What movie did the Wizard of Oz lose Academy Awards too?

Teacher Key:

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2. Real lion pelts
3. Judy Garland
4. 16 years old
5. Silver
6. To create a wow

- 11. Buddy Ebsen**
- 12. He suffered from extreme allergic reaction to aluminum dust in his make-up.**
- 13. Jack Haley**
- 14. Female dog**
- 15. \$125 per week**
- 16. Five directors & 14 writers**
- 17. 3210**
- 18. \$75,000**
- 19. 6 Academy Award nominations**
- 20. Gone with the Wind.**

Name: _____

DESCRIBING & CREATING YOUR OWN WIZ

On a separate sheet of paper, design and create your own Wizard of Oz scene.

Guiding Questions:

- Is there a scene that you thought you could create better than the original? What would be different? Would you use the same characters or create new characters?
- What would your design look like? What colors would you use? What would your characters wear?
- What will be your plot? What setting would your Wiz take place?

Use guiding questions above to develop your Wizard of Oz. Remember this is YOUR wiz...So own it! Add dialogue to make it come alive.

STATE CURRICULUM STANDARDS

for

WIZARD OF OZ CURRICULUM

TN curriculum standards: <http://state.tn.us/education/ci/standards/>

Student Performance Indicators

- **Language Arts SPI's**

Kindergarten

RL1- With prompting and support, ask and answer questions about key details in a text.

RL 3- With prompting and support, identify characters, settings, and major events in a story.

RI 2- With prompting and support, identify the main topic and retell key details of a text.

SL 1- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL 6- Speak audibly and express thoughts, feeling, and ideas clearly

W 1- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference a

L 1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; a. Print many upper- and lowercase letters. Produce and expand complete sentences in shared language activities.

1st Grade

RL1- Ask and answer questions about key details in a text.

RL 2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL3- Describe characters, settings, and major events in a story, using key details.

RI 3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI 6- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

L 1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

SL 1- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups; a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

RF 1- Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

2nd Grade

RL1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text

RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL3 Describe how characters in a story respond to major events and challenges.

RL5 Describe the overall structure of a story, including describing how the beginning introduces the story and the end concludes the action

W1 Write opinion pieces in which they introduce the topic or book, they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons and provide a concluding statement or section.

L 1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling and writing.

SL 1- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups; a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion)

3rd Grade

0301.5.1 Draw appropriate inferences and conclusions from text.

0301.5.3 Identify stated cause-effect relationships in text.

0301.6.2 Identify the main idea and supporting details in text.

0301.8.2 Identify, settings, characters, and plot in a reading selection.

0301.8.3 Check for understanding after reading (e.g., draw conclusions based on evidence gained while reading, identify the state or implied main idea)

0301.3.8 Select an appropriate title that reflects the topic of a written selection.

0301.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task) identifying those that are appropriate (or inappropriate) for group activities.

4th Grade

0401.1.13 Recognize and use grade appropriate vocabulary within context.

0401.1.16 Determine the meaning of unfamiliar words/multiple-meaning words using context clues, dictionaries and glossaries.

0401.3.2 Identify the audience for which a text is written.

0401.3.4 Select details that support a topic sentence.

0401.3.5 Rearrange sentences to form a sequential, coherent paragraph.

0401.5.1 Locate information to support opinions, predictions, and conclusions.

0401.5.5 Make Inferences and draw appropriate conclusions from text.

0401.6.2 Identify the stated main idea and supporting details in text.

0401.7.2 Identify the main idea in a visual image.

0401.8.3 Determine the problem in a story and recognize its solution.

0401.8.5 Identify the forms of text (e.g. poems, drama, fiction, nonfiction).

0401.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

0401.1.11 Identify sentences with correct subject very agreement.

0401.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task) identifying those that are appropriate (or inappropriate) for group activities.

0401.8.5 Read with fluency from a variety of texts (e.g., poetry, drama, current events, novels)

5th Grade

0501.1.15 Recognize and use grade appropriate vocabulary within context.

0501.5.1 Locate information to support opinions, predictions, and conclusions.

0501.6.1 Select questions used to focus and clarify thinking before, during and after reading text.

0501.8.1 Identify setting, characters, plot, and theme.

0501.8.5 Recognize that a story is told from first person point of view.

0501.3.3 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

0501.3.6 Rearrange sentences to form a sequential, coherent paragraph.

0501.3.7 Select details that support a topic sentence.

0501.3.12 Select an appropriate title that reflects the topic of a written selection.

0501.1.11 Determine word meanings within context.

0501.6.4 Identify the stated main idea and supporting details in text.

0501.2.4 Formulate and respond to questions from teachers and groups members.

6th Grade

6. RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the character respond or change as the plot moves toward a resolution.

6. RL.10 By the end of the year read and comprehends literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

6. RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

6. RI.7 Integrate information presented in different media or formats (e.g visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

6. SL.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- 6. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 6. L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6. W. 3e Provide a conclusion that follows from the narrated experience or events.
- 6. W. 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.

7th Grade

- 7. RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 7. RL.10 By the end of the year read and comprehends literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 7. RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provided an objective summary of the text.
- 7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 7. SL.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
- 7. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 7. L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 7. W. 3e Provide a concluding statement or section that follows from and supports the argument presented.
- 7. W. 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.

8th Grade

- 8. RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
- 8. RL.10 By the end of the year read and comprehends literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- 8. RI.2 Determine a central idea of a text and analyze their development over the course of the text; including its relationship to supporting ideas; provide an objective summary of the text.
- 8.SL.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.
- 8. SL.1d Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
- 8. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

8. L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

8. W. 3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

8. W. 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.

9th Grade

W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claims(s) and counterclaims.

W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.

W.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and /or characters.

W.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RL.2 – Determine a theme or central idea of a text; provide an objective summary of the text.

RL.3. – Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.5. Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. (Literary Analysis: Dramatic irony)

RL.10.-...read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.1 Initiate and participate effectively in a range of collaborative discussions.

L.1.b Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

10th Grade

RL.10.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.10.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.10.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RL.10.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or

L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.10.2b Spell correctly.

SL.10. 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.10. 4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

11th Grade

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text(e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

L.11-12.1 Demonstrate command of the conventions of standard English \grammar and usage when writing or speaking.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

W. 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.12-3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

12th Grade

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Reading Skill: Summarize)

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2b Spell correctly.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

SL. 11-12.1a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- **Dance SPI’s**

Kindergarten

1.3 Practice movement in personal and general space.

1.4 Explore personal space (far-reach, mid-reach and near-reach).

2.1 Recognize the beginning, middle, and ending of a movement sequence.

2.2 Demonstrate the following partner skills: copying, leading and following.

2.3 Respond in movement to stories and music.

3.2 Create and share one’s own dances (short movement studies) with peers.

1st Grade

1.3 Explore movement in personal and general space.

1.4 Explore personal space (far-reach, mid-reach and near-reach).

1.5 Create a variety of body shapes (straight, angular, curved, twisted) at low, middle and high levels.

2.1 Use improvisation to explore and invent a sequence showing a beginning, middle, and end.

2.2 Demonstrate the following partner skills: copying, leading and following, and mirroring.

- 2.3 Show the ability to respond in movement to stories, poems, artworks and music.
- 3.2 Present one's dance to peers and explain its meaning.

2nd Grade

- 1.3 Demonstrate the difference between personal and general space.
- 1.4 Compare far-reach, mid-reach and near-reach in personal space.
- 1.5 Create and perform a variety of body shapes (straight, angular, curved, and twisted) at low, middle and high levels.
- 1.7 Create movement using individual body parts.
- 2.1 Create a movement sequence with a beginning, middle, and ending.
- 2.2 Compare and demonstrate the following partner skills: leading, following, shadowing, and mirroring.
- 2.3 Show the ability to respond in movement to stories, poems, artworks, music, world cultures, natural science, and math concepts.
- 3.2 Present one's dance to peers and discuss its meaning.

3rd Grade

- 1.4 Develop simple rhythmic patterns and transfer to the kinesthetic.
- 1.5 Demonstrate a range of energy/movement qualities.
- 1.6 Design and perform a variety of spatial relationships (body part to body part and individual to individual); i.e., beside, between, over, under, together, and apart.
- 1.7 Memorize and reproduce given short movement sequences
- 2.1 Create sequences or simple dances that demonstrate a smooth transition from beginning to middle to ending.
- 2.2 Demonstrate the following partner skills: contrasting and complementary shapes.
- 2.3 Identify and describe the choreographic elements of space, time, and energy.
- 3.2 Create a dance that successfully communicates a given theme.

4th Grade

- 1.1 Demonstrate and describe the following underlying principles of movement: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, and fall and recovery.
- 1.3 Transfer spatial patterns from the visual to the kinesthetic when working with a partner.
- 1.4 Develop a variety of rhythmic patterns and transfer to the kinesthetic.

- 1.5; Design and perform a variety of individual to group spatial relationships.
- 1.6 Memorize, reproduce and perform short dances.
- 2.1 Create sequences or simple dances that demonstrate repetition.
- 2.2 Demonstrate the following partner skills: giving and taking weight.
- 2.3 Categorize and compare the choreographic elements of space, time and energy.
- 3.2 Create a dance that successfully communicates a chosen theme and teach to another dance student.

5th Grade

- 1.1 Apply the following underlying principles of movement in the execution of a dance sequence: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, and fall and recovery.
- 1.3 Utilize the full range of personal space in movement.
- 1.4 Transfer a spatial pattern from the visual to the kinesthetic in trios or small groups.
- 1.5 Transfer multiple rhythmic patterns from sound to the kinesthetic.
- 1.6 Design and perform a variety of group to group spatial relationships.
- 2.1 Create sequences or simple dances that demonstrate contrast.
- 2.2 Demonstrate the partner skills of balance and counter balance.
- 2.3 Compose dances using the choreographic elements of space, time, and energy.
- 3.2 Create a dance that successfully communicates multiple themes, teach the dance to another student and perform.

6th-8th Grade

- 2.2.1 Define intention, purpose, or structure in movement.
- 3.2.1 Identify how an idea, thought, and/or feeling communicate meaning through dance.
- 7.1.3 Create a multi-disciplinary (arts) dance composition
- 7.3.1 Identify ideas from other academic areas that appear in dance.

9th-12th Grade

- 1.10.4 Design and implement a dance production.
- 2.2.1 Identify intention, purpose, or structure in movement.

3.2.1 Identify how an idea, thought, and/or feeling communicates meaning through dance.

7.1.4 Create a multi-disciplinary (arts) dance composition.

7.3.1 Identify ideas from other academic areas that appear in dance

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