Literacy, the Arts, and the Common Core:
“Reading” dance and exploring literacy

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Watching dance and reading a work of literature are, on the surface, quite different; however, a “close reading” strategy can be applied to analysis of both dance and literature. In this session, participants will be introduced to a professional development model for secondary dance and literacy educators who collaborated to explore concept-based integrated instruction. Participants will engage in lesson activities, view samples of student work, and discuss teacher partnerships and project outcomes.
# Integrated Lesson Plan Template

**Southeast Center for Education in the Arts**  
The University of Tennessee at Chattanooga  
*Literacy, the Arts, and the Common Core Summer 2014 Workshop*

<table>
<thead>
<tr>
<th>ARTS</th>
<th>LITERACY</th>
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<tbody>
<tr>
<td>Connecting Concept</td>
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<td>Essential Questions</td>
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<td>Standards</td>
<td>National Core Arts Standards</td>
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<td>Texts</td>
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<td>Unit Objectives</td>
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| Lesson Assessments | Formative:  
Students will demonstrate progress toward the objectives by:  

**Summative:**  
Students will demonstrate mastery of the objectives by:  

Introduction | • |
| Knowledge + Comprehension | • |
| Analysis + Application | • |
| Synthesis + Evaluation | • |