

Unit 7	Date range: Tuesday 1/17 – Friday 2/17
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Essential Question(s)	<ol style="list-style-type: none"> 1) What goals do you have for your dance class for this semester? What would you like to accomplish before our dance concert in May? 2) While selecting our dance styles and music selections for our concert, what should we do to keep everyone’s suggestions in mind? How will I contribute during the selection process for dance styles and music selection? 3) How will I contribute to our class choreography? 4) What type of feedback would I give my peers if I wasn’t in this dance and was watching the performance? Is their variety use of levels, formations, parts, highlights, etc? 5) What I love about our class choreography is that....? I would consider changing _____ because _____?
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Learning Goal(s)	<p>Day 1: The student will outline semester expectations and goals for their class, and explain their visions for the dance concert.</p> <p>Day 2: The students will select dance styles and music options for their choreography project.</p> <p>Day 3-10: The students will collaborate ideas to choreograph a section of their dance while using levels, formations, parts, groups, etc. The students will also evaluate and reflect on choreography choices to perfect their dance as a class.</p> <p>Day 11: The students will complete at least ¾ of their class choreography and prepare for evaluations.</p> <p>Day 12: The students will be evaluated on their class choreography. Levels, formations, parts, timing, highlights and technique will be evaluated based on individual and class growth.</p>
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Unit Instructional Focus & Content Overview	Day 1: Tues/Wed	Day 2: Thurs/Fri	Day 3-Day 10	Day 11: Tues/Wed	Day 12: Thurs/Fri
	Journal Writing: Essential Question 1	Journal Writing: Essential Question 2	Journal Writing: Essential Question 3	Journal Writing: Essential Question 4	Journal Writing: Essential Question 5
	Individual class reflections Class discussion	Class discussion (select dance styles and music) Begin planning choreography	Class block Condition & Stretch Collaborate ideas to choreograph a section of the dance	Class block Condition & Stretch Collaborate ideas to choreograph a section of the dance	Class block Condition & Stretch Present of class choreography for evaluation
	Exit ticket: sentence stem	Exit ticket: sentence stem	Exit ticket: sentence stem	Exit ticket: Self and Group Reflection	Exit ticket: Class reflection and discussion

TEKS	C.1(C)	C.1(C), C.4(A)	C.1(C), C.2(B,C,D), C.3(A,B,C), C.4(A)	C.1(C), C.2(B,C,D), C.3(A,B,C), C.4(A)	C.1(C), C.2(B,C,D), C.3(A,B,C), C.4(A)
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Homework	Listen to music for class options	Plan choreography based on music selection	Review class choreography	Prepare for evaluations	Plan further class choreography
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Writing	Journal Writing (Essential Questions & Daily Questions)
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Technology	Music (pandora), Youtube, Spotify, music applications
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Speaking/ Listening	Listening to teacher feedback, applying feedback, collaborating ideas with peers
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Assessments Formative & Summative	<input checked="" type="checkbox"/> Class Work	<input checked="" type="checkbox"/> Presentation	<input type="checkbox"/> Essay	<input checked="" type="checkbox"/> Homework
	<input checked="" type="checkbox"/> Test / Quiz	<input checked="" type="checkbox"/> Question/Answer	<input checked="" type="checkbox"/> Exit Slip	<input checked="" type="checkbox"/> Other: Project

AVID Instructional Practices									
W		I		C		O		R	
<input checked="" type="checkbox"/>	Learning Logs/Journals	<input type="checkbox"/>	Summarizing	<input checked="" type="checkbox"/>	Group Projects	<input checked="" type="checkbox"/>	Binders	<input type="checkbox"/>	Thinking Map
<input checked="" type="checkbox"/>	Cornell Notes	<input type="checkbox"/>	KWL	<input type="checkbox"/>	Study Groups	<input type="checkbox"/>	Graphic Organizer	<input type="checkbox"/>	KWL
<input type="checkbox"/>	Pre-write	<input type="checkbox"/>	Reciprocal Teaching	<input type="checkbox"/>	Jigsaw Activities	<input type="checkbox"/>	2/3 Column notes	<input type="checkbox"/>	Reciprocal Teaching
<input type="checkbox"/>	Draft	<input type="checkbox"/>	Think Aloud	<input type="checkbox"/>	Read-Around	<input type="checkbox"/>	Study Groups	<input type="checkbox"/>	Think Aloud
<input checked="" type="checkbox"/>	Respond	<input type="checkbox"/>	Marking the Text	<input checked="" type="checkbox"/>	Response/Edit/ Revision Groups	<input checked="" type="checkbox"/>	Calendars	<input type="checkbox"/>	Marking the Text
<input type="checkbox"/>	Revise	<input type="checkbox"/>	Writing in Margins	<input checked="" type="checkbox"/>	Collaborative Activities	<input checked="" type="checkbox"/>	Project Planning	<input type="checkbox"/>	Writing in Margins
<input type="checkbox"/>	Edit	<input type="checkbox"/>	Charting the Text	<input type="checkbox"/>	Dialogue Poem	<input type="checkbox"/>	Flash cards	<input type="checkbox"/>	Charting the Text
<input checked="" type="checkbox"/>	Quickwrite	<input type="checkbox"/>	Foldable	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Summarizing

(c) Knowledge and skills.

- (1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student expected to:
- (C) recognize knowledge of dance genres, styles, and vocabulary; and
- (2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:
- (B) explore, improvise, and demonstrate original movement during the creative process;
 - (C) express ideas and emotions through movement; and
 - (D) create basic compositional forms using fundamental dance elements for choreographic processes.
- (3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres styles through performing. The student is expected to:
- (A) perform memorized movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jaz musical theatre dance, and world dance forms;
 - (B) identify the effective use of dance elements in practice and performance;
 - (C) perform basic compositional forms using fundamental choreographic processes;
- (4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:
- (A) perform the characteristics of dances from several diverse cultures or historical periods;