

Unit 5–Week 14-16	Date range: Monday, November 28-Friday, December 16 (Hip-Hop)
Essential Question(s)	<ol style="list-style-type: none"> 1) Pre-assess your Knowledge (KWL chart): K: 3 things you know about Hip-Hop, W: 1 thing you want to learn, L: 2 things you’ve learned today about Hip-Hop. 2) What similarities can you find between Hip-Hop dance and Ballet/Jazz technique? 3) What is your perception of Hip-Hop dance? How does it make you feel? What does it remind you of? 4) What was your experience choreographing 1 eight count of Hip-Hop movement for your group? 5) What was your experience like while teaching your peers your Hip-Hop choreography? 6) How prepared do you feel with today’s performance? (Think about: teacher’s choreography, your dynamics, your timing, your group’s formations, your choreography and your group’s choreography).
Learning Goal(s)	<p>Day 1: The students will learn about Hip-Hop dance history, discuss their knowledge about this dance style, and learn Hip-Hop techniques plus a short movement combination.</p> <p>Day 2: The students will review with their groups the first section of the dance, and learn the second section of the combination.</p> <p>Day 3: The students will learn the last section of the Hip-Hop dance, and they will also begin to plan their group choreography as their ending for this dance.</p> <p>Day 4: The students will review the Hip-Hop choreography and individually demonstrate their eight count of choreography to the group. The group will collaborate to complete their choreography project while focusing on clarity of movement, dynamics, timing and formations.</p> <p>Day 5: The students will review with their group the teacher-taught Hip-Hop choreography, plus teach their own choreography to their group while collaborating to perfect their timing, formations, and levels within the choreography.</p> <p>Day 6: The students will review the Hip-Hop dance and their group choreography to prepare for presentations. All students will perform the dance and be evaluated on their group’s performance (learned choreography and individual student choreography).</p> <p>Day 7: The students will watch all of their class performances (Contemporary, Jazz and Hip-Hop) and reflect on their improvements, struggles and personal goals for dance class. Students will share their reflections and personal goals with their peers. All students will have an opportunity to make-up any missed work.</p> <p>Day 8: The students will have the opportunity to make-up and missed work.</p>

Unit Instructional Focus & Content Overview	Day 1: Mon/Tues	Day 2: Wed/Thurs	Day 3: Fri/Mon	Day 4: Tues/Wed	Day 5: Thurs/Fri
	Journal Writing: Essential Question 1 Class block & Stretch *Discuss Hip-Hop using the KWL chart strategy *Perfect Hip-Hop technique (snakes, pops, & isolations) *Learn 4 eight counts <i>Exit ticket: complete the "L" from the KWL chart</i>	Journal Writing: Essential Question 2 Class block & Stretch *Review and perfect the 1 st 4 eight counts *Learn 4 more eight counts *Collaborate with your group to clarify, make decisions and perfect the movement <i>Exit ticket: sentence stem, group reflection</i>	Journal Writing: Essential Question 3 Class block & Stretch *Review and perfect the 1 st 8 eight counts *Learn the last 4 eight counts (teacher-taught) *Begin planning individual student choreography <i>Exit ticket: sentence stem, individual reflection</i>	Journal Writing: Essential Question 4 Class block & Stretch *Review individual choreo *Present choreography to group and teacher *Begin connecting all student choreography with your group <i>Exit ticket: sentence stem, group reflection</i>	Journal Discussion: Essential Question 5 Class block & Stretch *Review teacher-taught Hip Hop choreography *Students will teach their choreography to their group *Collaborate to perfect danc <i>Exit ticket: sentence stem, individual reflection</i>
TEKS	C.1(C), C.1(C)	C.1(C), C.2(C), C.5(A)	C.1(A), C.1(C), C.2(C), C.5(A)	C.1(A), C.1(C), C.2(B), C.2(D)	C.1(A), C.1(C), C.2(B)
Homework	Review the 4 eight counts of Hip-Hop movement	Review the 8 eight counts and begin planning your 1 eight of choreography	Review the 12 eight counts of Hip-Hop and choreograph your 1 eight for your group	Review all Hip-Hop choreography (teacher-taught and student choreographed)	Review all Hip-Hop choreography (teacher-taught and student choreographed)

Unit Instructional Focus & Content Overview	Day 6: Mon/Tues	Day 7: Wed/Thurs	Day 8: Fri					
	Journal Discussion: Essential Question 6 Class block & Stretch *Review the entire Hip-Hop dance *Groups will present their dance for evaluations <i>Exit ticket: sentence stem, individual reflection</i>	Class block & Stretch *Students will watch their class performances *Students will reflect on their improvements, struggles and personal goals! * Students will have an opportunity to make-up any missed work <i>Exit ticket: submit personal reflection essay</i>	* Students will have an opportunity to make-up any missed work					
TEKS	C.1(A), C.1(C), C.3(A), C.5(A), C.5(B)	C.1(A), C.1(C), C.3(A), C.5(A), C.5(B)						
Homework	Reflect on your Hip-Hop performance	None	None					
Writing	Journal Writing (Essential Questions & Daily Questions)							
Technology	Music (pandora) and (youtube)							
Speaking/ Listening	Listening to teacher feedback, applying feedback, collaborating ideas with peers							
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 type="checkbox"/>	Cornell Notes	<input checked="" type="checkbox"/>	KWL	<input type="checkbox"/>	Study Groups	<input type="checkbox"/>	Graphic Organizer	<input checked="" type="checkbox"/>	KWL
<input checked="" 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 checked="" type="checkbox"/>	Think Aloud	<input type="checkbox"/>	Read-Around	<input type="checkbox"/>	Study Groups	<input checked="" 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:

(A) define basic kinesthetic and spatial awareness individually and in groups;

(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, jazz, musical theatre dance, and world dance forms;

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:

(A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance;

(B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances;