<table>
<thead>
<tr>
<th>Essential Question(s)</th>
<th>Learning Goal(s)</th>
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</table>
| 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). | 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.  
Day 2: The students will review with their groups the first section of the dance, and learn the second section of the combination.  
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.  
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.  
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.  
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).  
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.  
Day 8: The students will have the opportunity to make-up and missed work. |
<table>
<thead>
<tr>
<th>Unit Instructional Focus &amp; Content Overview</th>
<th>Day 1: Mon/Tues</th>
<th>Day 2: Wed/Thurs</th>
<th>Day 3: Fri/Mon</th>
<th>Day 4: Tues/Wed</th>
<th>Day 5: Thurs/Fri</th>
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</thead>
<tbody>
<tr>
<td>Class block &amp; Stretch</td>
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<tr>
<td>*Discuss Hip-Hop using the KWL chart strategy</td>
<td>*Review and perfect the 1st 4 eight counts</td>
<td>*Review and perfect the 1st 8 eight counts</td>
<td>*Review individual choreography</td>
<td>*Review teacher-taught Hip Hop choreography</td>
<td></td>
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<tr>
<td>*Perfect Hip-Hop technique (snakes, pops, &amp; isolations)</td>
<td>*Learn 4 more eight counts</td>
<td>*Learn the last 4 eight counts (teacher-taught)</td>
<td>*Present choreography to group and teacher</td>
<td>*Students will teach their choreography to their group</td>
<td></td>
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<tr>
<td>*Learn 4 eight counts</td>
<td>*Collaborate with your group to clarify, make decisions and perfect the movement</td>
<td>*Begin planning individual student choreography</td>
<td>*Begin connecting all student choreography with your group</td>
<td>*Collaborate to perfect dance</td>
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<tr>
<td>Exit ticket: complete the “L” from the KWL chart</td>
<td>Exit ticket: sentence stem, group reflection</td>
<td>Exit ticket: sentence stem, group reflection</td>
<td>Exit ticket: sentence stem, group reflection</td>
<td>Exit ticket: sentence stem, individual reflection</td>
<td></td>
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<tr>
<td>TEKS</td>
<td>C.1(C), C.1(C)</td>
<td>C.1(A), C.1(C), C.2(C), C.5(A)</td>
<td>C.1(A), C.1(C), C.2(A), C.5(A)</td>
<td>C.1(A), C.1(C), C.2(B), C.2(D)</td>
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**Homework**

- Day 1: Mon/Tues: Review the 4 eight counts of Hip-Hop movement
- Day 2: Wed/Thurs: Review the 8 eight counts and begin planning your 1 eight of choreography
- Day 3: Fri/Mon: Review the 12 eight counts of Hip-Hop and choreograph your 1 eight for your group
- Day 4: Tues/Wed: Review all Hip-Hop choreography (teacher-taught and student choreographed)
- Day 5: Thurs/Fri: Review all Hip-Hop choreography (teacher-taught and student choreographed)

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**Unit Instructional Focus & Content Overview**

<table>
<thead>
<tr>
<th>Day 6: Mon/Tues</th>
<th>Day 7: Wed/Thurs</th>
<th>Day 8: Fri</th>
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</thead>
<tbody>
<tr>
<td>Journal Discussion: Essential Question 6</td>
<td>Class block &amp; Stretch</td>
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<tr>
<td>Class block &amp; Stretch</td>
<td>*Students will watch their class performances</td>
<td>*Students will have an opportunity to make-up any missed work</td>
</tr>
<tr>
<td>*Review the entire Hip-Hop dance</td>
<td>*Students will reflect on their improvements, struggles and personal goals!</td>
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<tr>
<td>*Groups will present their dance for evaluations</td>
<td>*Students will have an opportunity to make-up any missed work</td>
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<tr>
<td>Exit ticket: sentence stem, individual reflection</td>
<td>Exit ticket: submit personal reflection essay</td>
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</tbody>
</table>

**TEKS**

- C.1(A), C.1(C), C.3(A), C.5(A), C.5(B)

**Homework**

- Day 6: Mon/Tues: Reflect on your Hip-Hop performance
- Day 7: Wed/Thurs: None
- Day 8: Fri: 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

  - [x] Class Work
  - [x] Presentation
  - [ ] Essay
  - [x] Homework
  - [x] Test / Quiz
  - [x] Question/Answer
  - [x] Exit Slip
  - [x] Other: Project
(c) Knowledge and skills.

(1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is 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 and 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;