

Unit 4–Week 10-13	Date range: Monday, October 24-Friday, November 18
-------------------	--

Essential Question(s)	<ol style="list-style-type: none"> 1) Pre-assess your Knowledge (Discussion): What do you know about Jazz dance? 2) What is your perception of Jazz dance? How does it make you feel? What does it remind you of? 3) What technical skills are you having the most difficulty with? Why? 4) Select 1 Jazz skill. What Ballet skill is similar to it? How are they similar? How are they different? 5) Select 2 Different Jazz skills. How are they similar to each other? How are they different? 6) Where are you having the most difficulty with the dance? (Be specific and use dance vocabulary) 7) How has your group helped you with learning and perfecting this dance? What have you improved the most in? 8) (Discussion): How will you contribute to your group with the ending choreography? What are each person’s strengths in your group that will help accomplish the goal? 9) How prepared do you feel with today’s performance? (Think about: teacher’s choreography, your technique, your timing, your group’s formations and your group’s choreography).
-----------------------	--

Learning Goal(s)	<p>Day 1/2: The students will learn Jazz technique and stylized movement.</p> <p>Day 3/4: The students will learn a section of the Jazz dance.</p> <p>Day 5/6: The students will review, perfect and learn another section of the Jazz dance while focusing on technique and unison.</p> <p>Day 7: The students will review with their assigned groups and collaborate to perfect their timing, formations, and levels within the choreography.</p> <p>Day 8: The students will learn the last section of the Jazz dance, and they will also begin to plan their group choreography as their ending for this dance.</p> <p>Day 9: The students will review the choreography and collaborate to choreograph their ending for this dance while using timing, formations, levels and Jazz technique.</p> <p>Day 10: The students will review the dance and their group choreography to prepare for presentations. The students will perform the dance and be evaluated on their group’s performance (learned choreography and group choreography).</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
<p>Journal Discussion: Essential Question 1</p> <p>Class block & Stretch *Learn Jazz technique and skills.</p> <p>Exit ticket: sentence stem</p>	<p>Journal Writing: Essential Question 2</p> <p>Class block & Stretch *Learn Jazz technique and skills.</p> <p>Exit ticket: sentence stem</p>	<p>Journal Writing: Essential Question 3</p> <p>Class block & Stretch *Learn 4 eight counts of Jazz dance including technique.</p> <p>Exit ticket: sentence stem</p>	<p>Journal Writing: Essential Question 4</p> <p>Class block & Stretch *Learn 4 eight counts of Jazz dance including technique.</p> <p>Exit ticket: sentence stem</p>	<p>Journal Discussion: Essential Question 5</p> <p>Class block & Stretch *Review choreography with your groups. *Learn 4 more eight counts dance while focusing on technique & group unison. Exit ticket: Record your group review at home.</p>	
TEKS	C.1(A), C.1(C)	C.1(A), C.1(C)	C.1(A), C.1(C), C.5(A)	C.1(C), C.2(B)	C.1(C), C.2(D)
Homework	Review Jazz skills	Review Jazz skills	Review Jazz dance 4-8s	Review Jazz dance 8-8s	Review Jazz dance 12-

Unit Instructional Focus & Content Overview	Day 6: Mon/Tues	Day 7: Wed/Thurs	Day 8: Fri/Mon	Day 9: Tues/Wed	Day 10: Thurs/Fri
	Journal Discussion: Essential Question 6 Class block & Stretch *Review choreography with your groups. *In groups, focus on timing & formations Exit ticket: sentence stem	Journal Writing: Essential Question 7 Class block & Stretch *Review choreography as a class. *Plan ending choreography with your group. Exit ticket: sentence stem	Journal Writing: Essential Question 8 Class block & Stretch * Review with your group *Finish and perfect ending choreography with your group. Exit ticket: sentence stem	Journal Writing: Essential Question 9 Class block & Stretch *Review all choreography with your group for evaluations *Perform for evaluations (performances will be recorded for self-reflection) Exit ticket: sentence stem	Journal Discussion: Essential Question 9 Class block & Stretch *Review all choreography with your group for evaluations *Perform for evaluations (performances will be recorded for self-reflection) Exit ticket: Class discussion on groups who inspired you!
TEKS	C.1(A), C.1(C), C.3(A), C.5(A)	C.1(A), C.1(C), C.2(D), C.3(A), C.5(A)	C.1(C), C.2(B), C.2(D), C.3(A), C.5(A)	C.1(C), C.2(D), C.3(A), C.5(A), C.5(B)	C.1(C), C.2(D), C.3(A), C.5(A), C.5(B)
Homework	Review Jazz dance	Review Jazz dance	Practice group endings	Review full Jazz dance	n/a
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 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 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;