

Unit 3 – Week 5-6	Date range: Friday 9/16-Friday 9/30							
Essential Question(s)	<p>1) Pre-assess your Knowledge: How does Ballet help the dancer’s body? What are the benefits of learning Ballet?</p> <p>2) Select one barre exercise and analyze the movement.</p> <p>3) Select two barre exercises and compare the movement.</p> <p>4) Which Ballet skill and technique have you liked the most, and why?</p> <p>5) Which Ballet skill can you relate to popular dance movements in pop culture?</p>							
Learning Goal(s)	<p>Day 1: The student will learn about proper Ballet technique for dance class to promote proper posture.</p> <p>Day 2: The student will learn the Key Words and Positions of Ballet.</p> <p>Day 3: The student will review and explore new Ballet techniques to promote body awareness.</p> <p>Day 4: The students will collaborate to analyze Ballet movement and describe Key Words.</p> <p>Day 5: The student will demonstrate an understanding of Ballet through the completion of their Essential Questions and the physical performance of the Ballet techniques taught.</p>							
Unit Instructional Focus & Content Overview	Day 1: Fri/Mon Journal Writing: Essential Question 1 Class block Barre exercise Progressive Combination Reverence Exit ticket: sentence stem	Day 2: Tues/Wed Journal Writing: Essential Question 2 Class block Barre exercise Progressive Combination Ballet Key Words & Positions Reverence Exit ticket: sentence stem	Day 3: Thurs/Fri Journal Writing: Essential Question 3 Class block Barre exercise Progressive Combination Review of Key Words Reverence Exit ticket: sentence stem	Day 4: Mon/Tues Journal Writing: Essential Question 4 Class block Barre exercise Progressive Combination Review of Key Words Reverence Exit ticket: Self-assessment and Group-assessment Reflection	Day 5: Wed/Thurs/ Journal Writing: Essential Question 5 Class block Barre exercise Progressive Combination Ballet Quiz Reverence Exit ticket: Self-assessment and Group-assessment Reflection			
	TEKS	C.2(A)	C.1(C), C.2(A)	C.1(C), C.2(A)	C.1(C), C.2(A), C.3(A)			
	Homework	Review Ballet techniques	Select 3-5 favorite Ballet techniques	Review new techniques	Review Key Words Ballet Crossword	Complete journal write (submit folders by 9/3		
	Writing	Journal Writing (Essential Questions & Daily Questions)						
	Technology	Music (pandora)						
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 type="checkbox"/>	Other: Project

AVID Instructional Practices

W	I	C	O	R
<input checked="" type="checkbox"/> Learning Logs/Journals	<input type="checkbox"/> Summarizing	<input type="checkbox"/> Group Projects	<input checked="" type="checkbox"/> Binders	<input type="checkbox"/> Thinking Map
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<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:

(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:

(A) explain basic principles of proper body alignment;

(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;

Unit 7	Date range: Tuesday 1/17 – Friday 2/17				
Essential Question(s)	<p>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?</p> <p>2) While selecting our dance styles and music selections for our concert, what should we do to keep everyone’s suggestions mind? How will I contribute during the selection process for dance styles and music selection?</p> <p>3) How will I contribute to our class choreography?</p> <p>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 of levels, formations, parts, highlights, etc?</p> <p>5) What I love about our class choreography is that...? I would consider changing _____ because _____?</p>				
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>				
Unit Focus & Content Overview	Day 1: Tues/Wed Journal Writing: Essential Question 1 Individual class reflections Class discussion	Day 2: Thurs/Fri Journal Writing: Essential Question 2 Class discussion (select dance styles and music) Begin planning choreography	Day 3-Day 10 Journal Writing: Essential Question 3 Class block Condition & Stretch Collaborate ideas to choreograph a section of the dance	Day 11: Tues/Wed Journal Writing: Essential Question 4 Class block Condition & Stretch Collaborate ideas to choreograph a section of the dance	Day 12: Thurs/Fri Journal Writing: Essential Question 5 Class block Condition & Stretch Prepare 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)
	Homework Listen to music for class options	Plan choreography based on music selection	Review class choreography	Prepare for evaluations	Plan further class choreography
Writing	Journal Writing (Essential Questions & Daily Questions)				
Technology	Music (pandora), Youtube, Spotify, music applications				
Speaking/ Listening	Listening to teacher feedback, applying feedback, collaborating ideas with peers				
Assessments Formative & Summative	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Class Work	Presentation	Essay	Homework	
	Test / Quiz	Question/Answer	Exit Slip	Other: Project	

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(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:
 - (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 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;
 - (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;

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 thing 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 a 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 th group. The group will collaborate to complete their choreography project while focusing on clarity of movement, dynamics, tim and formations.</p> <p>Day 5: The students will review with their group the teacher-taught Hip-Hop choreography, plus teach their own choreography t 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	Day 1: Mon/Tues	Day 2: Wed/Thurs	Day 3: Fri/Mon	Day 4: Tues/Wed	Day 5: Thurs/Fri
Instructional Focus & Content Overview	Journal Writing: Essential Question 1	Journal Writing: Essential Question 2	Journal Writing: Essential Question 3	Journal Writing: Essential Question 4	Journal Discussion: Essential Question 5
	Class block & Stretch *Discuss Hip-Hop using the KWL chart strategy *Perfect Hip-Hop technique (snakes, pops, & isolations) *Learn 4 eight counts	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	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	Class block & Stretch *Review individual choreo *Present choreography to group and teacher *Begin connecting all student choreography with your group	Class block & Stretch *Review teacher-taught Hip-Hop choreography *Students will teach their choreography to their group *Collaborate to perfect da
TEKS	<i>Exit ticket: complete the "L" from the KWL chart</i> C.1(C), C.1(C)	<i>Exit ticket: sentence stem, group reflection</i> C.1(C), C.2(C), C.5(A)	<i>Exit ticket: sentence stem, individual reflection</i> C.1(A), C.1(C), C.2(C), C.5(A)	<i>Exit ticket: sentence stem, group reflection</i> C.1(A), C.1(C), C.2(B), C.2(D)	<i>Exit ticket: sentence stem, individual reflection</i> 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 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	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	* Students will have an opportunity to make-up any missed work		
TEKS	<i>Exit ticket: sentence stem, individual reflection</i> C.1(A), C.1(C), C.3(A), C.5(A), C.5(B)	<i>Exit ticket: submit personal reflection essay</i> 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	
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(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 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;

Unit 4–Week 10-13	Date range: Monday, October 24-Friday, November 18				
Essential Question(s)	<p>1) Pre-assess your Knowledge (Discussion): What do you know about Jazz dance?</p> <p>2) What is your perception of Jazz dance? How does it make you feel? What does it remind you of?</p> <p>3) What technical skills are you having the most difficulty with? Why?</p> <p>4) Select 1 Jazz skill. What Ballet skill is similar to it? How are they similar? How are they different?</p> <p>5) Select 2 Different Jazz skills. How are they similar to each other? How are they different?</p> <p>6) Where are you having the most difficulty with the dance? (Be specific and use dance vocabulary)</p> <p>7) How has your group helped you with learning and perfecting this dance? What have you improved the most in?</p> <p>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?</p> <p>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).</p>				
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 be evaluated on their group’s performance (learned choreography and group choreography).</p>				
<p>Unit</p> <p>Instructional Focus & Content Overview</p>	<p>Day 1: Mon/Tues</p> <p>Journal Discussion: Essential Question 1</p> <p>Class block & Stretch *Learn Jazz technique and skills.</p> <p>Exit ticket: sentence stem</p>	<p>Day 2: Wed/Thurs</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>Day 3: Fri/Mon</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>Day 4: Tues/Wed</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>Day 5: Thurs/Fri</p> <p>Journal Discussion: Essential Question 5</p> <p>Class block & Stretch *Review choreography with your groups. *Learn 4 more eight count 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), G.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	Day 6: Mon/Tues	Day 7: Wed/Thurs	Day 8: Fri/Mon	Day 9: Tues/Wed	Day 10: Thurs/Fri
Instructional Focus & Content Overview	Journal Discussion: Essential Question 6 Class block & Stretch *Review choreography with your groups. *In groups, focus on timing & formations	Journal Writing: Essential Question 7 Class block & Stretch *Review choreography as a class. *Plan ending choreography with your group.	Journal Writing: Essential Question 8 Class block & Stretch *Review with your group *Finish and perfect ending choreography with your group.	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)	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: sentence stem	Exit ticket: sentence stem	Exit ticket: sentence stem	Exit ticket: sentence stem	Exit ticket: Class discussion, 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	
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(A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance;

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