

Instructor: Miriam Vera		Course: Dance Level I		South Garland High School	
Unit 3 – Week 5-6		Date range: Friday 9/16-Friday 9/30			
Essential Question(s)		1) Pre-assess your Knowledge: How does Ballet help the dancer’s body? What are the benefits of learning Ballet? 2) Select one barre exercise and analyze the movement. 3) Select two barre exercises and compare the movement. 4) Which Ballet skill and technique have you liked the most, and why? 5) Which Ballet skill can you relate to popular dance movements in pop culture?			
Learning Goal(s)		Day 1: The student will learn about proper Ballet technique for dance class to promote proper posture. Day 2: The student will learn the Key Words and Positions of Ballet. Day 3: The student will review and explore new Ballet techniques to promote body awareness. Day 4: The students will collaborate to analyze Ballet movement and describe Key Words. 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.			
Unit Instructional Focus & Content Overview	Day 1: Fri/Mon	Day 2: Tues/Wed	Day 3: Thurs/Fri	Day 4: Mon/Tues	Day 5: Wed/Thurs/F
	Journal Writing: Essential Question 1 Class block Barre exercise Progressive Combination Reverence Exit ticket: sentence stem	Journal Writing: Essential Question 2 Class block Barre exercise Progressive Combination Ballet Key Words & Positions Reverence Exit ticket: sentence stem	Journal Writing: Essential Question 3 Class block Barre exercise Progressive Combination Review of Key Words Reverence Exit ticket: sentence stem	Journal Writing: Essential Question 4 Class block Barre exercise Progressive Combination Review of Key Words Reverence Exit ticket: Self-assessment and Group-assessment Reflection	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.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 writi (submit folders by 9/30)
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
<input type="checkbox"/>	Cornell Notes	<input type="checkbox"/>	KWL	<input type="checkbox"/>	Study Groups	<input type="checkbox"/>	Graphic Organizer	<input 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 type="checkbox"/>	Think Aloud	<input type="checkbox"/>	Read-Around	<input type="checkbox"/>	Study Groups	<input type="checkbox"/>	Think Aloud
<input type="checkbox"/>	Respond	<input type="checkbox"/>	Marking the Text	<input type="checkbox"/>	Response/Edit/ Revision Groups	<input 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:

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