Midlands Arts Conservatory 2022-2023 Lesson Plans

Quarter 1	Quarter 2
Week 1 - August 22 - August 26	Week 10 - October 24 - October 28
Week 2 - August 29 - September 2	Week 11 - October 31 - November 4
Week 3 - September 6 - September 9	Week 12 - November 7 - November 11
Week 4 - September 12 - September 16	Week 13 - November 14 - November 18
Week 5 - September 19 - September 23	Week 14 - November 21 - November 25
Week 6 - September 26 - September 30	Week 15 - November 28 - December 2
Week 7 - October 3 - October 7	Week 16 - December 5 - December 9
Week 8 - October 10 - October 14	Week 17 - December12 - December 16
Week 9 - October 17 - October 21	Week 18 - January 4 - January 6
End of the Quarter: Oct. 19th / Report Card Issued: Oct. 24th	LAST Week - January 9 - January 13
	End of the Quarter: Jan. 13th / Report Card Issued: Jan. 18th

Week 1 - August 22 - August 26

Name Q. Brown Subject Dance Grade 7th Block/Period(s) 3/4 Unit/Theme: World Dance Essential Question: What is Bollywood Dance?

	Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Standard	Anchor Standard 6: I can examine and perform dance styles from a variety of historical periods and cultures.				
Standard(s)	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.
Learning Objectives	Students will be introduced to Bollywood dance and the various styles of South Asian dance that created this dance form.	Students will continue to be introduced to Bollywood dance and the various styles of South Asian dance that created this dance form.	Students will continue to learn about Bollywood dance and learn a Bhangra dance via Ms. Brown.	Students will continue to learn about Bollywood dance and learn a Bhangra dance via Ms. Brown.	Students will continue to learn about Bollywood dance and learn a Bhangra dance via Ms. Brown.
Learning Experiences	Set the Lesson **Lesson Focus:** Introduction to Bollywood ***Direct*** - Students will get an introduction to the world of Bollywood Dance via a Google presentation and video clips. ***Guided Practice*** - Students will be led through basic Bollywood hand gestures that will test their call and response skills, hand eye coordination, and precision. ***Closure*** - Students will be led through a review by Ms. Brown that touches on basics of Bollywood history and basic	Set the Lesson **Lesson Focus:** Comparing and contrasting the various styles of South Asian dances that have created Bollywood Dance. ***Direct -*** Students will be given a review of the different types of South Asian dance covered on 8/23. ***Guided Practice -*** ***1.*** Students will be given dry erase boards where they can write down the characteristics of each South Asian dance style in pairs. This activity will help them solidify the	Set the Lesson **Lesson Focus:** Learning Bhangra choreography ***Direct -*** Students will be taught choreography ***Guided Practice -*** ***1.*** Students will be given time to independently work on choreo Closure - Review Bhangra dance	Set the Lesson **Lesson Focus:** Learning Bhangra choreography ***Direct -*** Students will be taught choreography ***Guided Practice -*** ***1.*** Students will be given time to independently work on choreo Closure - Review Bhangra dance	Set the Lesson **Lesson Focus:** Learning Bhangra choreography ***Direct -*** Students will be taught choreography ***Guided Practice -*** ***1.*** Students will be given time to independently work on choreo Closure - Review Bhangra dance

	Bollywood hand gestures.	differences between each. 2. Students will learn the beginning of a Bhangra dance Closure - Review Bhangra dance			
Assessments (includes daily homework)	Students will assessed in the following ways: -Call & Response -Observation ****Students will be formally assessed the following week when choreography and Bollywood dance history have been completed.****				

Week 2 - August 29 - September 2

Name Q. Brown Subject Dance Grade 7th Block/Period(s) 3/4 Unit/Theme: World Dance Essential Question: What is Bollywood Dance?

	Monday	Tuesday	Wednesday	Thursday	Friday
Anchor	Anchor Standard 6: I can examine and perform dance styles from a variety of historical periods and cultures.				
Standard(s)	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.
Learning Objectives	Students will be introduced to Bollywood dance and the various styles of South Asian dance that created this dance form.	Students will continue to be introduced to Bollywood dance and the various styles of South Asian dance that created this dance form.	Students will continue to learn about Bollywood dance and learn a Bhangra dance via Ms. Brown.	Students will continue to learn about Bollywood dance and learn a Bhangra dance via Ms. Brown.	Students will continue to learn about Bollywood dance and learn a Bhangra dance via Ms. Brown.
Learning	Every dance student will participate in a form of warm up prior to starting the lesson of the day OR after the introduction to the lesson of the day.				
	Set the Lesson	Set the Lesson	Set the Lesson	Set the Lesson	Set the Lesson

Experiences	**Lesson Focus:** Introduction to life in India ***Direct*** - Students will get an introduction to the world of Bollywood Dance and the culture of India via a Google presentation and video clips. ***Guided Practice*** - Students will be led through a review of basic Bollywood hand gestures that will test their call and response skills, hand eye coordination, and precision. ***Closure*** - Students will be given time to study their Bollywood & Indian Culture notes, their hand gestures, and their class Bhangra choreography.	**Lesson Focus:** Comparing and contrasting the various styles of South Asian dances that have created Bollywood Dance. ***Direct -*** Students will be given a review of the different types of South Asian dance covered on 8/23. ***Guided Practice -*** ***1.*** Students will be given dry erase boards where they can write down the characteristics of each South Asian dance style and draw the Classical Indian Hand gestures that they know thus far in pairs. This activity will help them solidify the differences between each style and help them learn their hand gestures. Closure - Review Bhangra dance	**Lesson Focus:** Comparing and contrasting the various styles of South Asian dances that have created Bollywood Dance. ***Direct -*** Students will be given a review of the different types of South Asian dance covered on 8/23. ***Guided Practice -*** ***1.*** Students will be given dry erase boards where they can write down the characteristics of each South Asian dance style and draw the Classical Indian Hand gestures that they know thus far in pairs. This activity will help them solidify the differences between each style and help them learn their hand gestures. Closure - Review Bhangra dance	**Lesson Focus:** Preparation for dance assessment ***Direct -*** Students will review the following in preparation for their assessment for Bollywood Dance! ***Guided Practice -*** ***1.*** Students will participate in the following activities: -Word Unscramble Activity -Guess the gestures Charades -Game Show: Bollywood Edition Closure - Review Bhangra dance	**Lesson Focus:** Preparation for dance assessment ***Direct -*** Students will review the following in preparation for their assessment for Bollywood Dance! ***Guided Practice -*** ***1.*** Students will participate in the following activities: -Word Unscramble Activity -Guess the gestures Charades -Game Show: Bollywood Edition Closure - Review Bhangra dance
Assessments (includes daily homework)	Students will assessed in the following ways: -Call & Response -Observation				

Week 3 - September 6 - September 9

Name Q. Brown Subject Dance Grade 7th Block/Period(s) 3/4 Unit/Theme: World Dance Essential Question: What is Bollywood Dance?

	Monday	Tuesday	Wednesday	Thursday	Friday
Anchor	Anchor Standard 6: I can examine and perform dance styles from a variety of historical periods and cultures.				

Standards					
Standard(s)		Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.
Every dance student will participate in a form of warm up prior to starting the lesson of the day OR after the introduction to the lesson of the day.					
Learning Objectives		Students will review South Asian Dance history, Indian History, Bhangra dance via working with a peer and guided practice..	Students will review South Asian Dance history, Indian History, Bhangra dance via working with a peer and guided practice..	Students will review South Asian Dance history, Indian History, Bhangra dance via working with a peer and guided practice..	Students will review South Asian Dance history, Indian History, Bhangra dance via working with a peer and guided practice..
Learning Experiences	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson **Lesson Focus:** Preparation for dance assessment ***Guided Practice -*** ***1.*** Students will participate in the following activities: -Unscramble the words -Review Bhangra dance -Closure: Quiz reminders and ticket out of the door	Set the Lesson **Lesson Focus:** Preparation for dance assessment ***Direct -*** Students will review the following in preparation for their assessment for Bollywood Dance! ***Guided Practice -*** ***1.*** Students will participate in the following activities: -Guess the gestures Charades -Review Bhangra dance -Closure: Quiz reminders and ticket out of the door	Set the Lesson **Lesson Focus:** Preparation for dance assessment ***Guided Practice -*** ***1.*** Students will participate in the following activities: -Game Show: Bollywood Edition -Review Bhangra dance -Closure: Quiz reminders and ticket out of the door	Set the Lesson **Lesson Focus:** Assessment ***Direct -*** Students will take their final assessment on Bollywood Dance & Indian Culture! ***-Complete Assessment*** ***-Students will watch clips on various styles of Bollywood Dance OR a Bollywood Dance film***

Assessments (includes daily homework)	Students will assessed in the following ways: -Call & Response -Observation Assessment on Unit Friday, 9/9

Week 4 - September 12 - September 16

Name Q. Brown Subject Dance Grade 7th Block/Period(s) 3/4 Unit/Theme: World Dance Essential Question: What is the Merengue?

	Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Standards	Anchor Standard 6: I can examine and perform dance styles from a variety of historical periods and cultures.				
Standard(s)		Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.
Every dance student will participate in a form of warm up prior to starting the lesson of the day OR after the introduction to the lesson of the day.					
Learning Objectives	Students will make connections to South Asian Dance history, Indian History, Bhangra dance via watching a film	Students will make connections to South Asian Dance history, Indian History, Bhangra dance via watching a film	Students will make connections to South Asian Dance history, Indian History, Bhangra dance via watching a film	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.
Learning Experiences	Students watch film	Students watch film	Students watch film	Set the Lesson **Lesson Focus:** Introduction to the Merengue and the Dominican Republic	Set the Lesson **Lesson Focus:** Introduction to the Merengue and the Dominican Republic

				Direct - Students will get an introduction to the world of the Merengue and the culture of the Dominican Republic via a Google presentation and video clips. ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance.	***Direct*** - Students will get an introduction to the world of the Merengue and the culture of the Dominican Republic via a Google presentation and video clips. ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance
Assessments	Students will assessed in the following ways: -Call & Response -Observation				

Week 5 - September 19 - September 23

Name Q. Brown Subject Dance Grade 7th Block/Period(s) 3/4 Unit/Theme: World Dance Essential Question: What is the Merengue?

	Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Standards	Anchor Standard 6: I can examine and perform dance styles from a variety of historical periods and cultures.				
Standard(s)	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of

				performing a dance.	creating and performing a dance.
Every dance student will participate in a form of warm up prior to starting the lesson of the day OR after the introduction to the lesson of the day.					
Learning Objectives	Students will make connections to South Asian Dance history, Indian History, Bhangra dance via watching a film	Students will make connections to South Asian Dance history, Indian History, Bhangra dance via watching a film	Students will make connections to South Asian Dance history, Indian History, Bhangra dance via watching a film	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.
Learning Experiences	Indian Film	Indian Film	Indian Film	Set the Lesson **Lesson Focus:** Introduction to the Merengue and the Dominican Republic ***Direct*** - Students will get an introduction to the world of the Merengue and the culture of the Dominican Republic via a Google presentation and video clips. ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance.	Set the Lesson **Lesson Focus:** Introduction to the Merengue and the Dominican Republic ***Direct*** - Students will get an introduction to the world of the Merengue and the culture of the Dominican Republic via a Google presentation and video clips. ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance
Assessments	Students will assessed in the following ways: -Call & Response -Observation				

Week 6 - September 26 - September 30

Name Q. Brown Subject Dance Grade 7th Block/Period(s) 3/4 Unit/Theme: World Dance Essential Question: What is the Merengue?

	Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Standards	Anchor Standard 6: I can examine and perform dance styles from a variety of historical periods and cultures.				
Standard(s)	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.
Every dance student will participate in a form of warm up prior to starting the lesson of the day OR after the introduction to the lesson of the day.					
Learning Objectives	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.
Learning Experiences	Set the Lesson **Lesson Focus:** Precision of merengue choreography ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Direct*** - Students will be taught new merengue choreography to be added to their partner dance. ***Closure*** - Students will be given	Set the Lesson **Lesson Focus:** Precision of merengue choreography ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Direct*** - Students will be taught new merengue choreography to be added to their partner dance. ***Closure*** - Students will be given	Set the Lesson **Lesson Focus:** Precision of merengue choreography ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Direct*** - Students will be taught new merengue choreography to be added to their partner dance. ***Closure*** - Students will be given	Set the Lesson **Lesson Focus:** Precision of merengue choreography ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Direct*** - Students will be taught new merengue choreography to be added to their partner dance.	Set the Lesson **Lesson Focus:** Precision of merengue choreography ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Direct*** - Students will be taught new merengue choreography to be added

	time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance	time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance	time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance	***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance	to their partner dance. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance
Assessments	Students will assessed in the following ways: -Call & Response -Observation				

Week 7 - October 3 - October 7

Name Q. Brown Subject Dance Grade 7th Block/Period(s) 3/4 Unit/Theme: World Dance Essential Question: What is the Merengue?

	Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Standards	Anchor Standard 6: I can examine and perform dance styles from a variety of historical periods and cultures.				
Standard(s)	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.
Every dance student will participate in a form of warm up prior to starting the lesson of the day OR after the introduction to the lesson of the day.					
Learning Objectives	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.

Learning Experiences	Set the Lesson **Lesson Focus:** Precision of merengue choreography ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Direct*** - Students will be taught new merengue choreography to be added to their partner dance. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance	Set the Lesson **Lesson Focus:** Precision of merengue choreography ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Direct*** - Students will be taught new merengue choreography to be added to their partner dance. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance	Set the Lesson **Lesson Focus:** Precision of merengue choreography ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Direct*** - Students will be taught new merengue choreography to be added to their partner dance. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance	Set the Lesson **Lesson Focus:** Precision of merengue choreography ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Direct*** - Students will be taught new merengue choreography to be added to their partner dance. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance	Set the Lesson **Lesson Focus:** Precision of merengue choreography ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Direct*** - Students will be taught new merengue choreography to be added to their partner dance. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance
Assessments	Students will assessed in the following ways: -Call & Response -Observation				

Week 8 - October 10 - October 14

Name Q. Brown Subject Dance Grade 7th Block/Period(s) 3/4 Unit/Theme: World Dance Essential Question: What is the Merengue?

	Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Standards	Anchor Standard 6: I can examine and perform dance styles from a variety of historical periods and cultures.				
Standard(s)	Indicator DC IL.6.1: I can examine movement from multiple cultures	Indicator DC IL.6.1: I can examine movement from multiple cultures and	Indicator DC IL.6.1: I can examine movement from multiple cultures	Indicator DC IL.6.1: I can examine movement from multiple cultures	Indicator DC IL.6.1: I can examine movement from

	and time periods to find similarities and differences for the purpose of creating and performing a dance.	time periods to find similarities and differences for the purpose of creating and performing a dance.	and time periods to find similarities and differences for the purpose of creating and performing a dance.	and time periods to find similarities and differences for the purpose of creating and performing a dance.	multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.
Every dance student will participate in a form of warm up prior to starting the lesson of the day OR after the introduction to the lesson of the day.					
Learning Objectives	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will be introduced to the Merengue and culture in the Dominican republic.
Learning Experiences	Set the Lesson **Lesson Focus:** Precision of merengue choreography ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Direct*** - Students will be taught new merengue choreography to be added to their partner dance. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance	Set the Lesson **Lesson Focus:** Precision of merengue choreography ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Direct*** - Students will be taught new merengue choreography to be added to their partner dance. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance	Set the Lesson **Lesson Focus:** Precision of merengue choreography ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. ***Direct*** - Students will be taught new merengue choreography to be added to their partner dance. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance	Set the Lesson **Lesson Focus:** Preparation for Quiz ***Guided Practice*** - Students will be led through a review of their class Merengue dance that will test their call and response skills, hand eye coordination, and precision. Students will also be led through a call and response activity to help them prepare for their quiz. ***Closure*** - Students will be given time to study their Merengue & Dominican Republic Culture notes and their Merengue class dance	Set the Lesson **Lesson Focus:** Merengue Quiz Day ***Students will be allowed to study for 5 minutes prior to their written quiz.*** ***Take Merengue Quiz*** ***Students will be given 10 minutes to practice their merengue choreography with their partner.*** ***Each "Couple" will go up and perform their merengue choreography for a quiz grade.***
Assessments	Students will assessed in the following ways: -Call & Response -Observation -Formal Assessment				

Week 9 - October 17 - October 21

Name Q. Brown Subject Dance Grade 7th Block/Period(s) 3/4 Unit/Theme: Choreography Exploration Essential Question: How do I use different stimuli to create choreography?

	Monday	Tuesday	Wednesday	Thursday	Friday
Anchor Standards	10/17: Anchor Standard 6: I can examine and perform dance styles from a variety of historical periods and cultures. !0/18 - 10/21: Anchor Standard 2: I can choreograph a dance.				
Standard(s)	Indicator DC IL.6.1: I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	Indicator D.CR NM.2.2: I can create literal movement based on an emotion, idea or experience.	Indicator D.CR NM.2.2: I can create literal movement based on an emotion, idea or experience.	Indicator D.CR NM.2.2: I can create literal movement based on an emotion, idea or experience.	Indicator D.CR NM.2.2: I can create literal movement based on an emotion, idea or experience.
Every dance student will participate in a form of warm up prior to starting the lesson of the day OR after the introduction to the lesson of the day.					
Learning Objectives	Students will be introduced to the Merengue and culture in the Dominican republic.	Students will create choreography within groups based on specific instruction.	Students will create choreography within groups based on specific instruction.	Students will create choreography within groups based on specific instruction.	Students will create choreography within groups based on specific instruction.
Learning Experiences	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson **Lesson Focus:** Creating choreography in groups based on various stimuli and instructions. ***Direct*** - Students will be lead through the directions and expectations for their group choreography. They will be led through a discussion about what makes a good group member. ***Independent Practice*** - Students will begin to work through and rehearse their group choreography.	Set the Lesson **Lesson Focus:** Creating choreography in groups based on various stimuli and instructions. ***Independent Practice*** - Students will continue to work through and rehearse their group choreography. ***Closure*** - Students will be given an overview of what went well in class and what they need to work on the following day.	Set the Lesson **Lesson Focus:** Creating choreography in groups based on various stimuli and instructions. ***Independent Practice*** - Students will continue to work through and rehearse their group choreography. ***Closure*** - Students will be given an overview of what went well in class and what they need to work on the following day.	Set the Lesson **Lesson Focus:** Creating choreography in groups based on various stimuli and instructions. ***Independent Practice*** - Students will continue to work through and rehearse their group choreography. ***Closure*** - Students will be given an overview of what went well in class and what they need to work on the following day.

		Closure - Students will be given an overview of what went well in class and what they need to work on the following day.			
Assessments	Students will assessed in the following ways: -Call & Response -Observation				

Week 10 - October 24 - October 28

Name Q. Brown Subject Dance Grade 7th Block/Period(s) 3/4 Unit/Theme: Choreography Exploration Essential Question: How do I use different stimuli to create choreography?

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Anchor Standards	Anchor Standard 2: I can choreograph a dance.				
Standard(s)	Indicator D.CR NM.2.2: I can create literal movement based on an emotion, idea or experience.	Indicator D.CR NM.2.2: I can create literal movement based on an emotion, idea or experience.	Indicator D.CR NM.2.2: I can create literal movement based on an emotion, idea or experience.		Indicator D.CR NM.2.2: I can create literal movement based on an emotion, idea or experience.
Every dance student will participate in a form of warm up prior to starting the lesson of the day OR after the introduction to the lesson of the day.					
Learning Objectives	Students will create choreography within groups based on specific instruction.	Students will create choreography within groups based on specific instruction.	Students will create choreography within groups based on specific instruction.	Students will create pointe shoe sketches.	Students will create choreography within groups based on specific instruction.
Learning Experiences	Set the Lesson **Lesson Focus:** Creating choreography in groups based on	Set the Lesson **Lesson Focus:** Creating choreography in groups based on	Set the Lesson **Lesson Focus:** Creating choreography in groups based	Absent: Students will design their pointe shoe sketch for our December Pointe shoe project!	Set the Lesson **Lesson Focus:** Creating choreography in groups

	various stimuli and instructions. ***Independent Practice*** - Students will continue to work through and rehearse their group choreography. ***Closure*** - Students will be given an overview of what went well in class and what they need to work on the following day.	various stimuli and instructions. ***Independent Practice*** - Students will continue to work through and rehearse their group choreography. ***Closure*** - Students will be given an overview of what went well in class and what they need to work on the following day.	on various stimuli and instructions. ***Independent Practice*** - Students will continue to work through and rehearse their group choreography. ***Closure*** - Students will be given an overview of what went well in class and what they need to work on the following day.		based on various stimuli and instructions. ***Independent Practice*** - Students will continue to work through and rehearse their group choreography. ***Closure*** - Students will be given an overview of what went well in class and what they need to work on the following day.
Assessments					

Week 11 - October 31 - November 4

Name Q. Brown Subject Dance Grade 7th Block/Period(s) 3/4 Unit/Theme: Choreography Exploration Essential Question: How do I use different stimuli to create choreography?

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	Anchor Standard 2: I can choreograph a dance.				
Standard(s)	Students will create choreography within groups based on specific instruction.		Students will create choreography within groups based on specific instruction.	Students will learn choreography for our December Showcase, "A Night at the Movies"	Students will learn choreography for our December Showcase, "A Night at the Movies"
Learning Objectives	Students will create choreography within groups based on specific instruction.		Students will perform choreography within groups based on specific instruction.		

Learning Experiences	Set the Lesson **Lesson Focus:** Creating choreography in groups based on various stimuli and instructions. ***Direct*** - Students will be lead through the directions and expectations for their group choreography. ***Independent Practice*** - Students will continue to work through and rehearse their group choreography. ***Closure*** - Students will be given an overview of what to expect for the choreography project performance.	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson **Lesson Focus:** Creating presenting choreography in groups based on various stimuli and instructions. ***Independent Practice*** - Students will rehearse to work their group choreography to prepare for their presentation. ***Students will present choreography in groups.*** ***Closure*** - Students will be given an overview of the rest of the week.	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure
Assessments					

Week 12 - November 7 - November 11

Name _____ Subject _____ Grade ___ Dates _____ Block/Period(s) _____

Unit/Theme _____ Essential Question _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)					
Learning Objectives					

Learning Experiences	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure
Assessments (includes daily homework)					

Week 13 - November 14 - November 18

Name _____ Subject _____ Grade ___ Dates _____ Block/Period(s) _____

Unit/Theme _____ Essential Question _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)					
Learning Objectives					
Learning Experiences	Set the Lesson Instruction -	Set the Lesson Instruction -	Set the Lesson Instruction -	Set the Lesson Instruction -	Set the Lesson Instruction -

	Direct, *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	*Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	*Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	*Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	*Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure
Assessments (includes daily homework)					

Week 14 - November 21 - November 25

Name _____ Subject _____ Grade ___ Dates _____ Block/Period(s) _____

Unit/Theme _____ Essential Question _____

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Standard(s)					
Learning Objectives					
Learning Experiences	Set the Lesson Instruction - *Direct,* *Guided Practice,*	Set the Lesson Instruction - *Direct,* *Guided Practice,*	Set the Lesson Instruction - *Direct,* *Guided Practice,*	Set the Lesson Instruction - *Direct,* *Guided Practice,*	Set the Lesson Instruction - *Direct,* *Guided Practice,*

	and/or *Independent/ Collaborative Practice* Closure	*and/or* *Independent/ Collaborative Practice* Closure	*and/or* *Independent/ Collaborative Practice* Closure	*and/or* *Independent/ Collaborative Practice* Closure	*and/or* *Independent/ Collaborative Practice* Closure
Assessments (includes daily homework)					

Week 15 - November 28 - December 2

Name _____ Subject _____ Grade ___ Dates _____ Block/Period(s) _____

Unit/Theme _____ Essential Question _____

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Standard(s)					
Learning Objectives					
Learning Experiences	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure

Assessments (includes daily homework)					

Week 16 - December 5 - December 9

Name _____ Subject _____ Grade ___ Dates _____ Block/Period(s) _____

Unit/Theme _____ Essential Question _____

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Standard(s)					
Learning Objectives					
Learning Experiences		Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure

Assessments (includes daily homework)					

Week 17 - December 12 - December 16

Name _____ **Subject** _____ **Grade** ___ **Dates** _____ **Block/Period(s)** _____

Unit/Theme _____ **Essential Question** _____

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Standard(s)					
Learning Objectives					
Learning Experiences	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure
Assessments (includes daily					

homework)					

Week 18 - January 4 - January 6

Name _____ **Subject** _____ **Grade** ___ **Dates** _____ **Block/Period(s)** _____

Unit/Theme _____ **Essential Question** _____

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Standard(s)					
Learning Objectives					
Learning Experiences	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure
Assessments (includes daily homework)					

LAST Week of Semester 2 - January 9 - January 13

Name _____ **Subject** _____ **Grade** ___ **Dates** _____ **Block/Period(s)** _____

Unit/Theme _____ **Essential Question** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)					
Learning Objectives					
Learning Experiences	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure	Set the Lesson Instruction - *Direct,* *Guided Practice,* *and/or* *Independent/ Collaborative Practice* Closure
Assessments (includes daily homework)					