

Unit Title:



Colorado State University Dance

Dance Education: Incorporating Dance Movement into K-12 Schools
2016 Lesson Plan Project

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UNIT OVERVIEW:

- * An overview of the lessons that will be grouped together to create a unified plan.
- * A unit could be as short as a week with five lessons or as long as a year with 52 weeks.
- * Lessons should be grouped together based on their subject areas/content/goals.
- * Designed to go with Integrated or Independent lesson plans.

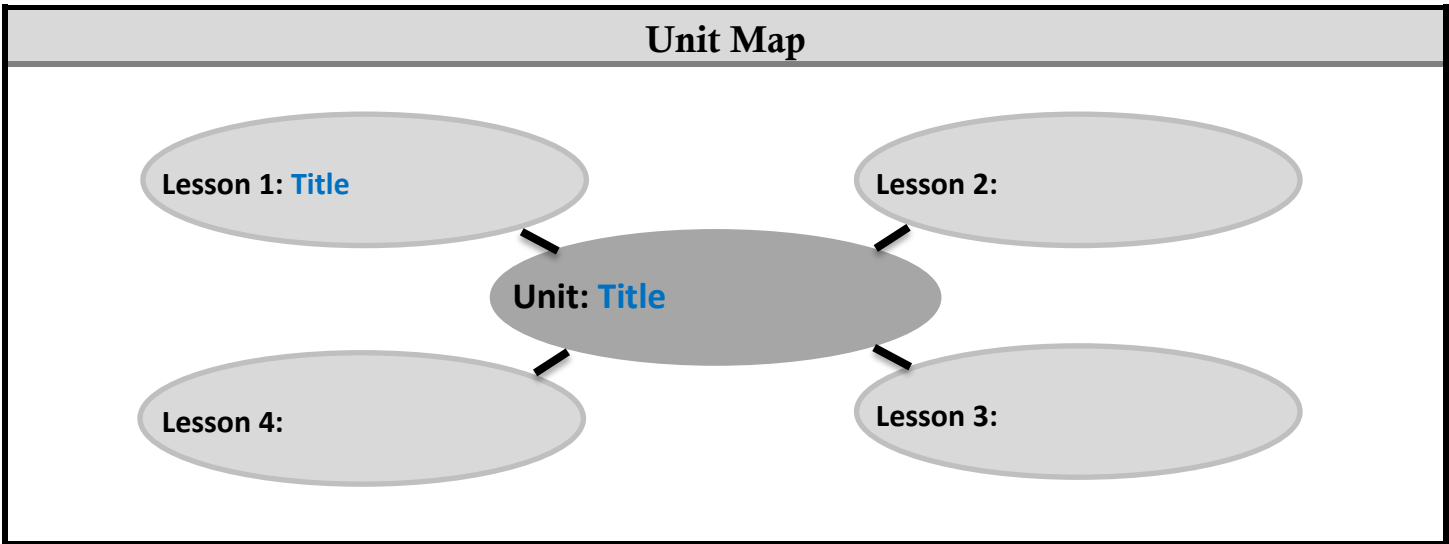
UNIT OVERVIEW

Content Area: Academic subject focused on throughout the lessons.

Colorado Dance Standards

Standard	Grade Level Expectations (GLE)	Code
The chosen standards for the subjects in this unit.	The grade level expectation covered in this unit for the appropriate age and subject.	Eg: DA09-GR.1-S.1-GLE.1

Unit Title: Chosen title for this unit	Length of Unit: Length of time devoted for this unit.
Unit Description: Simple statement about the overall goals and content to be completed throughout this unit.	
Lesson 1 Title: Chosen title for this individual lesson	Length of Lesson How long lesson is
Lesson 1 Description: Simple statement about the content to be completed in this specific lesson. Focus on unique characteristics of this lesson in comparison with the others.	
Lesson 2 Title:	Length of Lesson
Lesson 2 Description:	
Lesson 3 Title:	Length of Lesson
Lesson 3 Description:	
Lesson 4 Title:	Length of Lesson
Lesson 4 Description:	



Unit Goals	
Key Generalization: The foremost idea that students should comprehend over the course of this unit.	
Goal 1: A more specific measurable goal students will achieve by the end of this unit.	
	Guiding Questions: Questions given to students to create connections with material. Should be open-ended with opportunity for students to practice critical thinking.
Goal 2:	
	Guiding Questions
Goal 3:	
	Guiding Questions
Key Skills	
What will the student do? A list of skills and steps that the student will learn during this unit. Be simple and direct with language. This is not conceptual, but rather concrete actions derived from the movement aspect of this unit.	
Critical Content	
What will the student know? A list of ideas and concepts that the student will learn during this unit. Be simple and direct with language. These are facts and ideas derived from the academic aspect of this unit.	



<p>Prior Knowledge and Experiences: Have students been introduced to the dance elements already? What foundations have been laid for the academic topic? What material should they know before approaching this lesson? Where are they with their physicality and muscular development? Also consider their social and emotional development?</p>	<p>Vocabulary:</p>	
	<p>Movement vocabulary needed to comprehend material</p>	
	<p>Working to expand the movement vocabulary and experiences for the students.</p>	
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<p>Summative Unit Assessment</p>	
<p><i>Assessments should be based on the grade level expectations from the Colorado Dance Standards described on page 1 of unit overview.</i></p>	
<p>Format <i>(What will the student be doing?)</i></p>	<p>In what way will the student showcase accomplishment of each goal? Be specific and not conceptual.</p>
<p>Application <i>(How will the student accomplish this?)</i></p>	<p>List the skills and materials the student will use to complete assessment. Describe where this assessment fits into the unit scheduling.</p>
<p>Criteria <i>(What evidence of understanding will need to be shown and how will the students' knowledge be evaluated?)</i></p>	<p>Describe grading rubric, attach if necessary (to determine proficiency, use 'key skills' and 'critical content' to grade student success)</p>

<p>Resources</p>
<p><i>Music, Props, Literature, Websites, Visuals etc.</i></p>