

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	8/22/09-8/26/09	Period(s):	DV2nd, 5 th , 6ht, 7 th ,11 th and 12th Dance I, II, IV & Folk
Outcome(s) or	Introduce students to the new school year and the management plans				
Objectives:	TEKS: §117.56. Dance, Level I. I (A, B, C, D)				
Assessment:	Creation of posters and reflective journals. Dance Survey				
Essential Vocabulary:	dance, style, genre				
Journal entry: None					
Note: Folklorico and Dance Team worked on Plaza Palooza Performance since the 1 st day of school					

	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday A	Students welcoming and opening conversation about why do they like to dance	Students introduce themselves and talk about their interests in dance in small groups	Teacher and students read the contract in the same small groups and discuss it.	Students will write a journal about what they like to dance and how they think	Students turn in their work and will bring ideas about dance styles they know.
Tuesday B	Students welcoming and opening conversation about why do they like to dance	Students introduce themselves and talk about their interests in dance in small groups	Teacher and students read the contract in the same small groups and discuss it.	Students will write a journal about what they like to dance and how they think	Students turn in their work and will bring ideas about dance styles they know.
Wednesday A	Discussion on surveys and answers... creation of lists about similar aspects that the students share and have in common	Students will discuss about what they understand on dance, style, genre,	Students are introduced to warm up, stomp sequences, and constructive rest position	Creation of posters that include styles and genres of dance and music so they are introduced to the terms.	
Thursday B	Discussion on surveys and answers... creation of lists about similar aspects that the students share and have in common	Students will discuss about what they understand on dance, style, genre,	Students are introduced to warm up, stomp sequences, and constructive rest position	Creation of posters that include styles and genres of dance and music so they are introduced to the terms.	
Friday A	Students are engaged to learn zapateados. Will play a game based on their previous knowledge about Mexican States.	Students learn the process of a folkloric class, basic steps	Warm up introduction with isolations. Alignment, postures. (Zapateado basico, rhythmic exercises, zapateado complete, pespunteado)		Assignment: Research about dance aspects

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	8/31/09-9/04/09	Period(s):	Dance I (2 nd and 7th)
Outcome(s) or	Introduce students to the new school year and the management plans				
Objectives:	TEKS: (2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: (A) communicate using appropriate anatomical terminology; (B) demonstrate basic principles of proper skeletal alignment; and (C) practice an effective warm-up and cool-down, using elements of proper conditioning.				
Assessment:	Open discussion, group discussion, and journal entry reflection				
Essential Vocabulary:	Alignment, posture, warm-up basics, plie, releve, music, movement, exercise.				
Journal : What is dance?					
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday B	Open discussion on what is dance and what it means to each one of them.	Review findings and discussions	<ul style="list-style-type: none">Alignment and posture exercises.Basic Ballet and jazz warm-up.	Describe dance in your own words. Use the discuss aspects of dance. Write journal entry about the discussion.	Be ready to discuss on rhythm, energy, expression, dance styles, genre, relaxation, freedom.
Tuesday A	Open discussion on: rhythm, energy, expression, dance styles, genre, relaxation, freedom.	Set them in groups to find ideas about the terms in discussion and familiarized with the terms to comprehend them	<ul style="list-style-type: none">Take notes on the terms in discussionBallet warm-upTeach basics of pointed toes, plie and releve.	<ul style="list-style-type: none">Practiced their feet work and postureFlex and pint toesPlieReleve	Cool down exercises
Wednesday B	Open discussion on what is dance and what it means to each one of them.	Review findings and discussions	<ul style="list-style-type: none">Alignment and posture exercises.Basic Ballet and jazz warm-up.	Describe dance in your own words. Use the discuss aspects of dance. Write journal entry about the discussion.	Be ready to discuss on rhythm, energy, expression, dance styles, genre, relaxation, freedom.
Thursday B	Open discussion on: rhythm, energy, expression, dance styles, genre, relaxation, freedom.	Set them in groups to find ideas about the terms in discussion and familiarized with the terms to comprehend them	<ul style="list-style-type: none">Take notes on the terms in discussionBallet warm-upTeach basics of pointed toes, plie and releve.	<ul style="list-style-type: none">Practiced their feet work and postureFlex and point toesPlieReleve	Cool down exercises
Friday A	Reflection on week’s experience and learning. Open discussion on the first week of dance work.	Immediate dance work. Suit out for a ballet/jazz warm-up	<ul style="list-style-type: none">Posture and alignment awareness.Warm-upPlie, releve, point and flex foot work.	Analyze and be aware of personal posture habits. Execute the exercise and analyze them	Cool down sequence.

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	08/31/09-9/04/09	Period(s):	Dance Performance (12 th) Dance team
Outcome(s) or	Prepare students to perform with quality for football game season				
Objectives:	TEKS §117.59. Dance, Level IV.				
(3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) demonstrate consistency in performing advanced technical dance skills in traditional concert dance styles; (B) perform dance movements with a refined sense of rhythm and musicality and with clarity, expressiveness, and a wide range of spatial qualities; (C) create original dances, using improvisation and other choreographic processes; and (D) create a solo and/or group dance using thematic development, variation, and resolution to successfully communicate an idea.					
Assessment:	Practice and game performance. 1 st home game performance				
Essential Vocabulary:	Kick routine, performance, line-up, character.				
Journal :					
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday B					
Tuesday A	Talked about football game season activities, responsibilities, and challenges.	Engage them for a great performance at the game.	<ul style="list-style-type: none">• Warm-up• Review choreography x game dance.• Review kick routine• Clean kicks and style	Students practiced the dance in diverse setting, field, dance room and parking lot.	Questions, comments and ideas about the dance practice.
Wednesday B	Practice side lines, marching in field and run choreography.	Practice side lines	marching in field and run choreography	Practice side lines	marching in field and run choreography
Thursday B	Aspects to work on: Formations, marching , side lines, and exit.	Engage them for a great performance at the game.	<ul style="list-style-type: none">• Warm-up• Review choreography x game dance.• Review kick routine• Clean kicks and style	Students practiced the dance in diverse setting, field, dance room and parking lot.	Questions, comments and ideas about the dance practice.
Friday A	Run show with band.			GAME PERFORMANCE	

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	8/31/09-9/04/09	Period(s):	Folklorico (6 th)
Outcome(s) or	Engage students to an intense technique work for zapateado and style				
Objectives:	TEKS §117.59. Dance, Level I. (II and III)				
TEKS: (2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: (A) communicate using appropriate anatomical terminology; (B) demonstrate basic principles of proper skeletal alignment; and (C) practice an effective warm-up and cool-down, using elements of proper conditioning.					
Assessment:	Practice, discussion, and journal entry				
Essential Vocabulary:	Zapateado basico, complete, pespunteado, stomps, and carretillas.				
Journal :					

	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday B	What is culture, tradition and heritage	Small groups gather to discuss about traditions and culture at home.	Warm up Review: zapateado basico, pie complete,	Discuss about it in small groups and as a class.	Assignment: Go home and ask about our ancestors...create a family tree
Tuesday A					
Wednesday B	Journal entry: Why is it important for me to know about my culture? Journal due next class!	Continue on tradition, culture, and heritage... why we learn about Folklorico.	Rhythmic exercises, stomps, claps, carretillas, pespunteado. Practice for practical #1	Practice steps on their own. Peer guidance.	Present family tree project advancements and questions.
Thursday B					
Friday A	Basic warm-up for Folklorico dancers. Discuss diverse techniques and styles based on regional dances and folk dance training. Turn in journals	Suit out for a jazz warm-up and flexibility exercises.	Review technique zapataeado: Basico, pie completo, carretillas, combos, and warm-up sequences. Practical #1 on basic zapateados.	Practice steps on their own. Peer guidance.	Cool down exercises and relax tense muscles.

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Sep. 7- Sep. 11, 2009	Period(s):	Dance I and II
Outcome(s) or	Prepare students to understand principles of muscle action and memorize important muscles.				
Objectives:	§117.56. Dance, Level I. (1) Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to:(A) demonstrate basic kinesthetic and spatial awareness with others; (2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to:(A) communicate using appropriate anatomical terminology; (5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: (D) distinguish commonalities between dance and subject areas such as English, mathematics, science, and social studies.				
Assessment:	Practical and muscle function and principles of action article summary.				
Essential Vocabulary:	Tendu, plie, releve, turn out				
Journal : Tell me about a concert, show, or movie that involve dance.					
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Distribute muscle handouts. Introduce ideas about principles of muscle action.	Open discussion: Why do we dancers need to know about our muscles? Why do we need learn the names of muscles and how they work?	<ul style="list-style-type: none">• Present the muscles with students’ bodies.• Warm-up included naming of muscles engaged.• Tendu, plie, releve and turn out, 1st and 2nd positions.	<ul style="list-style-type: none">• Students gathered in groups of 10 read and discussed the handouts.• In their basic technique Students located in their bodies the muscles to memorize.	Start choreography to “The way you make me feel” Intro to jazz technique and character jazz. Included channe turns to be reviewed next class.
Tuesday	Distribute muscle handouts. Introduce ideas about principles of muscle action.	Open discussion: Why do we dancers need to know about our muscles? Why do we need learn the names of muscles and how they work?	<ul style="list-style-type: none">• Present the muscles with students’ bodies.• Warm-up included naming of muscles engaged.• Tendu, plie, releve and turn out, 1st and 2nd positions.	<ul style="list-style-type: none">• Students gathered in groups of 10 read and discussed the handouts.• In their basic technique Students located in their bodies the muscles to memorize.	Start choreography to “The way you make me feel” Intro to jazz technique and character jazz. Included channe turns to be reviewed next class.
Wednesday	Discuss end of semester project. Students will write research paper about an assigned choreographer, dancer, director in any dance style. MLA format will be discussed later.		Ballet warm-up: Barre included tendu, plie, releve. Floor work: 1 st , 2 nd and 3th positions. Combos with barre intro included channe turns. Across the floor: Jazz walks, channe turns, and spot technique. Continue jazz dance	Practice their technical work. Practice jazz dance and memorize counts and style.	Cool down sequence and reminder on muscle memorization.
Thursday	Assigned choreographer, dancer, and or director o each student for their end-of year research project.	Announce quiz 1. Team builder memorizing our names. And memorizing my muscles.	Ballet warm-up Jazz warm-up Flexibility and balance exercises	Read and summarized muscle article. Practice jazz dance “The way you make me feel”	Cool down sequence and reminder on muscle memorization.
Friday	Assigned choreographer, dancer, and or director o each student for their end-of year research project.	Announce quiz 1. Team builder memorizing our names. And memorizing my muscles.	Ballet warm-up Jazz warm-up Flexibility and balance exercises	Read and summarized muscle article. Practice jazz dance “The way you make me feel”	Cool down sequence and reminder on muscle memorization.

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Sep 7- Sep 11, 2009	Period(s):	Folklorico (6 th)
Outcome(s) or	Introduce students to new concepts and basic zapateados.				
Objectives:	§117.56. Dance, Level I. (2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: (A) communicate using appropriate anatomical terminology; (B) demonstrate basic principles of proper skeletal alignment; and (C) practice an effective warm-up and cool-down, using elements of proper conditioning. (4) Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to: (B) perform dance phrases or dances from several time periods with an understanding of historical and social contexts				
Essential Vocabulary:		Culture, tradition, folklore, mestizo, Heritage.			
Journal : Regarding Hispanic heritage month...what do I know and like about my family?					

	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday B					
Tuesday A	Open discussion: What do we know about our culture? What are my traditions and where do they all come from? What is my Hispanic heritage? What is my folklore?	Discuss ideas in small groups to identify similarities and discrepancies among all students.	Warm-up: flexibility, endurance, and zapataeado. Stomps combinations Rhythmic exercise with zapataeado basico, complete and pespuentado. Continue leanring Tabasco “El hombre del Sureste”	Rehearse Tabasco and get a peer leader to help out with descansos and bolados.	Cool down sequences and introduce family tree project.
Wednesday B					
Thursday B	What is culture, tradition and heritage	Warm up Review: zapateado basico, pie completo,	Small groups gather to discuss about traditions and culture at home. Write tradition lists at home and school.	Discuss about it in small groups and as a class. Study for quiz next week.	Assignment: Go home and ask about our ancestors...create a family tree
Friday A					

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Sep. 7- Sep. 11, 2009	Period(s):	Dance Performance (12 th)
Outcome(s) or	Prepare dance team for Homecoming pep rally and parade performances				
Objectives:	§117.59. Dance, Level IV. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) demonstrate consistency in performing advanced technical dance skills in traditional concert dance styles; (B) perform dance movements with a refined sense of rhythm and musicality and with clarity, expressiveness, and a wide range of spatial qualities; (C) create original dances, using improvisation and other choreographic processes.				
Assessment:	Main rehearsals and Performance				
Essential Vocabulary:	Ball change stops, channe combos, salsa style mixed with jazz				
Journal : None					

	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday B	Practice after school				
Tuesday A	Organize home coming parade and pep rally performance. Prepare try-out for <i>Pegate</i> and work on choreographic formations and transitions.	Be ready to perform and clarify questions and concerns.	Warm-up Flexibility routine. Endurance work out. Review dance for pep rally.	Practice dance several times. Clean up arms and counts. Start with formations and transitions.	Cool down sequences and reminders.
Wednesday B	Practice after school				
Thursday B	Be ready for pep rally. Finalize details on parade. Get decorations for parade float.	Organize small groups to decorate door, cart, and float.	Warm-up Flexibility routine. Endurance work out. Review dance for pep rally.	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders.
Friday A	Practice after school	Parade and performance			

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Sep 14- Sep. 18, 2009	Period(s):	Dance Performance (12th)
Outcome(s) or	Prepare dance team for Football game performances				
Objectives:	<p>§117.59. Dance, Level IV. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) demonstrate consistency in performing advanced technical dance skills in traditional concert dance styles; (B) perform dance movements with a refined sense of rhythm and musicality and with clarity, expressiveness, and a wide range of spatial qualities; (C) create original dances, using improvisation and other choreographic processes.</p>				
Assessment:	Practices, 2 a day rehearsal, and Performance				
Essential Vocabulary:					
Journal:					
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Organize games. Prepare try-out for <i>Dude looks like a lady</i> and work on choreographic formations and transitions. Work on kick and splits	Be ready to perform and clarify questions and concerns.	Warm-up Flexibility routine. Endurance work out. Review dance for game.	Practice dance several times. Clean up arms and counts. Start with formations and transitions.	Cool down sequences and reminders.
Tuesday	Practice after school				
Wednesday	Organize games. Prepare try-out for <i>Dude looks like a lady</i> and work on choreographic formations and transitions. Work on kick and splits	Be ready to perform and clarify questions and concerns.	Warm-up Flexibility routine. Endurance work out. Review dance fro game.	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders.
Thursday	Practice after school				
Friday	2 a day practice. Run dance with band and with cd.	Be ready for the game tonight.	Warm-up Flexibility routine. Endurance work out. Review dance for game.	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders.

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Sep 14- Sep. 18, 2009	Period(s):	Dance I and II (2nd, 7th, 5ht and 11th)
Outcome(s) or	Prepare students for an assessment at the end of week.				
Objectives:					
(1) Perception. The student develops an awareness of the body's movement, using sensory information while dancing. The student is expected to: (A) demonstrate basic kinesthetic and spatial awareness with others; (2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: (C) practice an effective warm-up and cool-down, using elements of proper conditioning. (5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: (A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance;					
Assessment:	Written quiz on technique and practical about plie, releve, tendu, trun out, passé, channe turn, and practical jazz routine.				
Essential Vocabulary:	Plie, releve, turn out, passé, channe.				
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Announce quiz #1 written and practical for the end of week.	Distribute handouts ob vocabulary for quiz review. Assign choreographer, dance, director for research project.	Study for quiz #1. Go over technical names and exercises. Warm-up Flexibility Practice dance with students forpractical quiz #1	Study for quiz in groups and individually. Dance floor individual practice for practical quiz and dance: jazz “The way you make me fell”	Cool down sequences and reminders on quiz
Tuesday	Announce quiz #1 written and practical for the end of week.	Distribute handouts ob vocabulary for quiz review. Assign choreographer, dance, director for research project.	Study for quiz #1. Go over technical names and exercises. Warm-up Flexibility Practice dance with students for practical quiz #1	Study for quiz in groups and individually. Dance floor individual practice for practical quiz and dance: jazz “The way you make me fell”	Cool down sequences and reminders on quiz
Wednesday	Remind on quiz on Friday.	Study handouts and suit out for immediate practical review.	Study for quiz #1. Go over technical names and exercises. Warm-up Flexibility Practice dance with students for practical quiz #1	Practice technique and routine for quiz.	Cool down sequences and reminders on quiz
Thursday	Prepare for taking quiz #1	Quiz 1 Written part	Practical quiz 1 on technique as we develop our warm-up and barre exercises. Dance practical in groups of 4	Small group discussion on their performance on quiz 1	Cool down sequences and immediate feedback on practical quiz
Friday	Prepare for taking quiz #1	Quiz 1 Written part	Practical quiz 1 on technique as we develop our warm-up and barre exercises. Dance practical in groups of 4	Small group discussion on their performance on quiz 1	Cool down sequences and immediate feedback on practical quiz

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Sep 14- Sep. 18, 2009	Period(s):	Folklorico (6th)
Outcome(s) or	Assess students understanding on essential vocabulary and basic steps.				
Objectives:	<p>§117.56. Dance, Level I. (2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: (A) communicate using appropriate anatomical terminology; (B) demonstrate basic principles of proper skeletal alignment; and (C) practice an effective warm-up and cool-down, using elements of proper conditioning. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) perform memorized movement sequences with rhythmical accuracy in several dance styles, including classical ballet, tap, modern, and ethnic dance; (5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: (A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance;</p>				
Assessment:	Quiz 1 and family tree project				
Essential Vocabulary:	Culture, tradition, baile Folklorico, folklore, mestizo, ancestors, dance.				
Journal:					
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Review for quiz as a class. Introduce journal entry of the day. Announce journal due at the end of week.	Prepare the class for taking a written quiz.	Quiz #1	After taking quiz 1 review as a class the answers. Informal assessment showed the need to retake.	Announce students will have the chance to study more for a general retake quiz #1.
Tuesday					
Wednesday	Reviewed for quiz #1 retake Weak areas: confusion on folklore and baile folklorico.	Introduce the first dance for all periods. Regions to learn: Tabasco	Warm-up Introduce isolations Zapateado technique: basic Continue teaching Tabasco. Review bolados and descansos	Practice individually and in small groups the beginning of new dance.	Cool down sequence and questions on specifics about the dance.
Thursday					
Friday	Collect journals and collect family tree project	Class will present their family trees explaining their experience and findings.	Warm-up Isolations Footwork Continue on new dances	Practice their dance on their own. Gather in small groups and help each other with the dance steps.	Cool down sequence.

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Sep 21- Sep. 25, 2009	Period(s):	Folklorico (6th)
Outcome(s) or	Assess students understanding on essential vocabulary and basic steps.				
Objectives:	<p>§117.56. Dance, Level I. (2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: (A) communicate using appropriate anatomical terminology; (B) demonstrate basic principles of proper skeletal alignment; and (C) practice an effective warm-up and cool-down, using elements of proper conditioning. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) perform memorized movement sequences with rhythmical accuracy in several dance styles, including classical ballet, tap, modern, and ethnic dance; (5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: (A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance;</p>				
Assessment:	Quiz 1				
Essential Vocabulary:	Culture, tradition, baile Folklorico, folklore, mestizo, ancestors, dance, isolations				
Journal:					
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday					
Tuesday	Review for quiz as a class. Introduce journal entry of the day. Announce journals due at the end of week.	Prepare the class for taking a written quiz. Turn in family trees for a late grade if needed.	Quiz #1 written and practical	After taking quiz 1 review as a class the answers. Informal assessment showed the need to retake.	Announce students will have the chance to study more for a general retake quiz #1.
Wednesday					
Thursday	Reviewed for quiz # Weak areas: confusion on folklore and baile folklorico, mestizo, and heritage Collect journals	Introduce the first dance for all periods. Regions to review: Tabasco Reviwe misspelled words in journal entries.	Warm-up Introduce isolations Zapateado technique: basic Continue teaching Tabasco.	Practice individually and in small groups the beginning of new dance.	Cool down sequence and questions on specifics about the dance.
Friday					

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Sep 21- Sep. 25, 2009	Period(s):	Dance I and II (5ht and 11th)
Outcome(s) or	Review basic warm-up procedures, introduce degage and engage them through salsa and merengue dancing work out routines and improvisation.				
Objectives:	<p>§117.56. Dance, Level I. (2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: (C) practice an effective warm-up and cool-down, using elements of proper conditioning. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) perform memorized movement sequences with rhythmical accuracy in several dance styles, including classical ballet, tap, modern, and ethnic dance; (C) improvise and demonstrate original movement;</p>				
Assessment:	Practice and Dance report #1 on name and DOB of assigned choreographer.				
Essential Vocabulary:	1st to 5th ballet positions, parallel positions and turn out, channes, and battements, degage, meringue and salsa styles.				
Journal:	Last time exposed to any dance performance				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Journal reflection and time to write journal entry. Full Name and artistic name of choreographer due today.	Introduce all 5 ballet positions. Review muscles as we work barre.	Ballet/jazz warm-up Barre Floor work: Turns and flexibility Across the floor: Turns and jazz walks	Go over jazz dance	Cool down sequence
Tuesday	Journal reflection and time to write journal entry. Full Name and artistic name of choreographer due today.	Introduce all 5 ballet positions. Review muscles as we work barre.	Ballet/jazz warm-up Barre Floor work: Turns and flexibility Across the floor: Turns and jazz walks	Go over jazz dance	Cool down sequence
Wednesday Early Release	Journal reflection and time to write journal entry. Did not suit out.	Team builder to memorize names and get to know what career are we all interested in.	Guide the discussion	Share their future plans	Early release plans...
Thursday	Assign next end-of year project step to research paper. Research the major contributions and dance style of the assigned choreographer.	Remind the research paper's format and requirements.	Warm-up: Salsa and meringue Barre: Introduced degage Basic salsa steps and small meringue dance for work-out and fun.	Practice salsa dancing with partners and explore diverse turns. Practice basic steps and create their own.	Cool down sequences
Friday	Assign next end-of year project step to research paper. Research the major contributions and dance style of the assigned choreographer.	Remind the research paper's format and requirements.	Warm-up: Salsa and meringue Barre: Introduced degage Basic salsa steps and small meringue dance for work-out and fun.	Practice salsa dancing with partners and explore diverse turns. Practice basic steps and create their own.	Cool down sequences

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Sep 21- Oct 16, 2009	Period(s):	Dance Performance (12th)
Outcome(s) or	Prepare team for next football performance.				
Objectives:	§117.59. Dance, Level IV. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) demonstrate consistency in performing advanced technical dance skills in traditional concert dance styles; (B) perform dance movements with a refined sense of rhythm and musicality and with clarity, expressiveness, and a wide range of spatial qualities; (C) create original dances, using improvisation and other choreographic processes.				
Assessment:	Practices, 2 a day rehearsal, and Performance				
Essential Vocabulary:					
Journal:					
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Organize game for this week. Review <i>Dude looks like a lady</i> and <i>stomp to my beat</i> . Work on kick and splits. Clean arms and pointed toes	Be ready to perform and clarify questions and concerns.	Warm-up Flexibility routine. Endurance work out. Review dance for game.	Practice dance several times. Clean up arms and counts. Start with formations and transitions.	Cool down sequences and reminders.
Tuesday	Practice after school				
Wednesday	Organize game for this week. Review <i>Dude looks like a lady</i> , <i>stomp to my beat</i> , <i>hot</i> , and <i>don't stop, the Race</i> Work on kick and splits. Clean arms and pointed toes	Be ready to perform and clarify questions and concerns.	Warm-up Flexibility routine. Endurance work out. Review dance fro game.	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders.
Thursday	Practice after school				
Friday	2 a day practice. Run dance with band and with cd.	Be ready for the game tonight.	Warm-up Flexibility routine. Endurance work out. Review dance for game.	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders.

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Sep 28- Oct. 2, 2009	Period(s):	Dance I and II (5th and 11th)
Outcome(s) or	Prepare students for an intense work-out experience and refresh muscle understanding.				
Objectives:	§117.56. Dance, Level I. §117.56. Dance, Level I. (2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: (A) communicate using appropriate anatomical terminology; (B) demonstrate basic principles of proper skeletal alignment; and (C) practice an effective warm-up and cool-down, using elements of proper conditioning. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) perform memorized movement sequences with rhythmical accuracy in several dance styles, including classical ballet, tap, modern, and ethnic dance; (5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: (A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance;				
Assessment:	Review muscles, principles of muscle action, practical work and intense work-out sessions, Dance report # 2 on contributions and dance style of assigned choreographer.				
Essential Vocabulary:	All muscle names, 6 principles of muscle action				
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Review and discuss muscle handouts. Principles of muscle action. Return quiz #1. Discuss next projects	Create an understanding on muscle work and muscle action principles. Discuss results of quiz #1	Warm-up Barre Ballet/ jazz endurance Review “The way you make me fee” Star new hip-hop choreography	Explore new moves and practice hip-hop routine	Cool down exercise
Tuesday	Review and discuss muscle handouts. Principles of muscle action. Return quiz #1. Discuss next projects	Create an understanding on muscle work and muscle action principles. Discuss results of quiz #1	Warm-up Barre Ballet/ jazz endurance Review “The way you make me fee” Star new hip-hop choreography	Explore new moves and practice hip-hop routine	Cool down exercise
Wednesday	Review and discuss muscle handouts. Principles of muscle action. Remind Make-up quizzes for absent students	Offer make-up quiz for absent students	Warm-up Barre Ballet/ jazz endurance Make-up written and practical quizzes.	Explore new moves and practice hip-hop routine	Cool down exercise
Thursday	Suit-out for a special video class. Turn in report #2	Salsa-hip-hop video for conditioning and endurance	Intense work-out Guide students to follow video moves.	Explore a different class and enjoy a fun work out	Cool down sequence with video
Friday	Suit-out for a special video class Turn in report #2	Salsa-hip-hop video for conditioning and endurance	Intense work-out Guide students to follow video moves.	Explore a different class and enjoy a fun work out	Cool down sequence with video

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Sep 28- Oct. 9, 2009	Period(s):	Folklorico (6th)
Outcome(s) or	§117.56. Dance, Level I. (2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: (A) communicate using appropriate anatomical terminology; (B) demonstrate basic principles of proper skeletal alignment; and (C) practice an effective warm-up and cool-down, using elements of proper conditioning. (5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: (A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance;				
Objectives:					
Assessment:	Practical quiz				
Essential Vocabulary:	Mexican State names, gatillo, redouble, remate, flamenco technique				
Journal:	What sate in Mexico will be fun to visit and why?				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Suit-out for a special video class. Discuss their end-of year research project advancements. Each student will be assign a Mexican State for intense research on folklore.	Salsa-hip-hop video for conditioning and endurance	Intense work-out Guide students to follow video moves.	Write journal entry. Explore a different class and enjoy a fun work out.	Cool down sequence with video
Tuesday					
Wednesday	Suit-out for a special salsa, merengue and kick boxing class!	Students will be exposed to a different class with a variety of exercises and work-out strategies	Salsa-merengue warm-up Followed by a conditioning kick boxing work-out routine.	Explore a different class and enjoy a fun work out	Cool down sequence
Thursday					
Friday	Continue on Tabasco technique zapateados and style. Work continue for next week	Continue on learning dance for recital.	Warm-up: Flamenco technique Gatillos, redobles, and combos. Bolados and descansos. Review practical quiz	Peer leader: Gathered in small groups. Assign three advanced students to help out with steps and questions	Cool down sequence

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Oct 5- Oct 9, 2009	Period(s):	Dance I and II
Outcome(s) or	Continue on dance training and introducing Contemporary dance with Graham technique				
Objectives:					
§117.56. Dance, Level I. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: D) perform basic compositional forms, using fundamental choreographic processes.					
Assessment:					
Essential Vocabulary:	Graham technique, contraction, constructive rest position.				
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Reinforce muscle knowledge by reviewing charts and articles.	Introduce Graham technique	Warm-up: isolations, flexibility, endurance. Barre: Port de bras, plie, releve, degage, tendu battements, passé, pirouettes. 5 th started Cassie’s <i>U and Me</i>	Practice new routine independently and in groups	Cool down sequences and constructive rest position.
Tuesday	Reinforce muscle knowledge by reviewing charts and articles.	Introduce Graham technique	Warm-up: isolations, flexibility, endurance. Barre: Port de bras, plie, releve, degage, tendu battements, passé, pirouettes. 5 th started Cassie’s <i>U and Me</i>	Practice new routine independently and in groups	Cool down sequences and constructive rest position.
Wednesday	Discuss Martha Graham style.	Lecture on Graham’s work and contributions.	Barre Floor work: Pirouettes and spotting technique. Graham technique. Across the floor: Turns, jazz walks, leaps.	Practice Michael Jackson and Cassie’s dance	Cool down sequences and constructive rest position.
Thursday	Discuss Martha Graham style.	Lecture on Graham’s work and contributions.	Barre Floor work: Pirouettes and spotting technique. Graham technique. Across the floor: Turns, jazz walks, leaps.	Practice Michael Jackson and Cassie’s dance	Cool down sequences and constructive rest position.
Friday	Discuss Martha Graham style.	Focus on <i>contractions and pleading</i>	Floor Graham work: Feet articulation, leg , contractions, spirals, and fall-recovery	Practice Michael Jackson and Cassie’s dance	Cool down sequences and constructive rest position.

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Oct 12- Oct 16, 2009	Period(s):	Dance I and II
Outcome(s) or	Final assessment on muscle, final review on vocabulary, port de bras and feet positions				
Objectives:					
§117.56. Dance, Level I. (2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: (A) communicate using appropriate anatomical terminology; (B) demonstrate basic principles of proper skeletal alignment; and (C) practice an effective warm-up and cool-down, using elements of proper conditioning.					
Assessment:	Informal tem builder, games, handouts reviews				
Essential Vocabulary:	Graham technique, contraction, constructive rest position.				
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Game on muscles	Students gather in 3 big groups for games.	Guide the game practice. Ask teams what are the muscles involved in plie, releve, and floor work exercises.	Students discussed the questions and answered immediately. Team	Total scores and winner team for extra credit.
Tuesday	Game on muscles	Students gather in 3 big groups for games.	Guide the game practice. Ask teams what are the muscles involved in plie, releve, and floor work exercises.	Students discussed the questions and answered immediately. Team	Total scores and winner team for extra credit.
Wednesday	Distribute vocabulary 1 and 2 handouts. Distribute port de bras handouts Distribute ballet feet positions	Review handouts as a class	Go over handouts and highlight important terms to memorize. Barre to review feet positions and port de bras	Practice feet positions and memorize them. Port de bras group assessment. Student demonstrate all	Cool down sequence and constructive rest position.
Thursday	Distribute vocabulary 1 and 2 handouts. Distribute port de bras handouts Distribute ballet feet positions	Review handouts as a class	Go over handouts and highlight important terms to memorize. Barre to review feet positions and port de bras	Practice feet positions and memorize them. Port de bras group assessment. Student demonstrate all	Cool down sequence and constructive rest position.
Friday Sick leave	Sub (Ms. Salcido) work Belly dance and salsa work-out and style.	Belly dance and salsa	Warm –up Beely dance arms and basic moves. Shimmy, Egyptian, and other fusion style moves.		

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Oct 12- Oct 16, 2009	Period(s):	Folklorico (6th)
Outcome(s) or	Assess dance on individual and group work. Expose students to other performs and video recitals				
Objectives:	<p>§117.56. Dance, Level I (4) Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to: (A) analyze the characteristics of dances from several diverse cultures; (B) perform dance phrases or dances from several time periods with an understanding of historical and social contexts; and (C) identify historical figures and their significance in dance history. (5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: (A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance; (B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances;</p>				
Assessment:	Discussion, video reflection paper, and practical quiz				
Essential Vocabulary:	Baile mestizo, danzas tradicionales, theatrical dance, dance creations.				
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Introduce new vocabulary. Write all word in vocabulary wall.	Lecture Dance Video	Mini lecture on essential vocabulary with student discussion and comments. Introduce the video to watch: Citlali dance Academy dance recital.	Watch video and write a report on observations and comments.	Turn in video report
Tuesday					
Wednesday	Prepare for practical quiz	Assess style, projection, expression, technique on new dance.	Practical quiz one students at a time	Group practical quiz to assess formations, entrances and exits	Prepare for next class. Immediate assessment on group practical quiz
Thursday					
Friday	TAKS discussion. Encourage students to prepare for their up-coming tests	Study for TAKS classes Read and review math and history.	Work technique Warm-up Flexibility Zapateados Circle warm-up and cool down Retake quiz 1 for students who need to improve grade.	Reviewed jarabe Nayarita Steps, Sinaloense, and Mazatlan	Cool down and distribute costumes

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Oct 19- Oct 22, 2009	Period(s):	Dance I and II
Outcome(s) or	Prepare student to present quiz #2 written and practical on technique and dance performance				
Objectives:	<p>§117.56. Dance, Level I. (2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: (A) communicate using appropriate anatomical terminology; (B) demonstrate basic principles of proper skeletal alignment; and (C) practice an effective warm-up and cool-down, using elements of proper conditioning. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) perform memorized movement sequences with rhythmical accuracy in several dance styles, including classical ballet, tap, modern, and ethnic dance; (B) identify the effective use of dance elements in practice and performance; (5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: (A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance.</p>				
Assessment:	Dance report # 3- Photo or visual on choreographer for research project, Practical # Barre and #3 Routine and written quiz				
Essential Vocabulary:	Stage directions				
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Let's get ready for quiz #2 (written and practical). Dance report #3 due at the end of weeks	Overall review and practice for quiz #2	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Dance routine	Overall review and practice for quiz #2 as a class and in small groups	Cool down sequences and constructive rest position
Tuesday	Let's get ready for quiz #2 (written and practical). Dance report #3 due at the end of weeks	Overall review and practice for quiz #2	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Dance routine	Overall review and practice for quiz #2 as a class and in small groups	Cool down sequences and constructive rest position
Wednesday	Suit out immediately for warm-up and practical quiz	Divide class in groups of 5 for practical quiz	Warm-up: isolation and flexibility Endurance: Cardio Barre: Practical quiz Dance routine: Practical quiz in groups of 5	Peers' feedback on quiz	Cool down sequences and constructive rest position
Thursday	Turn in dance report #3- Photo	Divide class in groups of 5 for practical quiz	Warm-up: isolation and flexibility Endurance: Cardio Barre: Practical quiz Dance routine: Practical quiz in groups of 5	Peers' feedback on quiz	Cool down sequences and constructive rest position
Friday	Turn in dance report #3- Photo	Steps and light weight intense work-out Cardiovascular (Legs and arms)	Steps and light weight combos fro a cardiovascular/ conditioning work-out Strength and endurance	Cool down sequences in small groups to share ideas about relaxation.	Cool down sequences and constructive rest position

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Oct 19- Oct 23, 2009	Period(s):	Folklorico (6th)
Outcome(s) or	Enhance dance preparation and prepare students for quiz #2 (written and practical)				
Objectives:	<p>§117.56. Dance, Level I (4) Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to: (A) analyze the characteristics of dances from several diverse cultures; (B) perform dance phrases or dances from several time periods with an understanding of historical and social contexts; and (C) identify historical figures and their significance in dance history. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) perform memorized movement sequences with rhythmical accuracy in several dance styles, including classical ballet, tap, modern, and ethnic dance; (B) identify the effective use of dance elements in practice and performance; (C) improvise and demonstrate original movement.</p>				
Assessment:	9 weeks test				
Essential Vocabulary:	basic, carretillas, complete, pespunteados, cepillados simples, de punta, cepillados con remates				
Journal:	What have I learned in my Folklorico class during these 9 weeks				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday					
Tuesday	Let's get ready for quiz #2 (written and practical).	Overall review and practice for quiz #2	Warm-up: isolation and flexibility Endurance: Cardio Dance: Nayarit Zapateados: Descansos, bolados, basicos and combos	Overall review and practice for quiz #2 as a class and in small groups. Skirt, arms, projection ,a and facial expression	Cool down sequences and constructive rest position
Wednesday					
Thursday	Salsa fun lesson! And easy quiz	Study and practice for quiz #2/ 9 weeks test	Salsa-aerobics/ meringue warm-up Kick boxing work-out Review dance for quiz #2/ 9 weeks test	Gather students in small groups (3-4) to discuss how they did in the quiz.	Cool down sequence and practice new technical routine
Friday					

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Oct 19- Oct 23, 2009	Period(s):	Dance Performance (12th)
Outcome(s) or	Prepare dance team for next game.				
Objectives:	<p>§117.59. Dance, Level IV. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) demonstrate consistency in performing advanced technical dance skills in traditional concert dance styles; (B) perform dance movements with a refined sense of rhythm and musicality and with clarity, expressiveness, and a wide range of spatial qualities; (C) create original dances, using improvisation and other choreographic processes.</p>				
Assessment:	9 weeks test performance at YHS				
Essential Vocabulary:					
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Organize game for this week. Review <i>Dude looks like a lady and stomp to my beat, pegate, hot stop, the race.</i> Work on kick and splits. Clean arms and pointed toes	Be ready to perform and clarify questions and concerns.	Warm-up Flexibility routine. INTENSE Endurance work out. Review dance for game.	Practice dance several times. Clean up arms and counts. Start with formations and transitions.	Cool down sequences and reminders.
Tuesday	Practice after school				
Wednesday	Organize game for this week. Review <i>Dude looks like a lady, stomp to my beat, hot, and don't stop, the Race, Pegate.</i> Work on kick and splits. Clean arms and pointed toes	Be ready to perform and clarify questions and concerns.	Warm-up Flexibility routine. INTENSE Endurance work out. Review dance for game.	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders.
Thursday	Practice after school				
Friday	2 a day practice. Run dance with band and with cd.	Be ready for the game tonight.	Warm-up Flexibility routine. INTENSE Endurance work out. Review dance for game.	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders.

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Oct 26- Oct 30, 2009	Period(s):	Folklorico (6th)
Outcome(s) or	Discuss 9 weeks assessment results, continue on recital preparation, introduce Day of the Dead celebration, and interact socially on Halloween				
Objectives:	<p>§117.56. Dance, Level I. (4) Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to: (A) analyze the characteristics of dances from several diverse cultures; (5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: (A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance; (B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances; (C) identify relationships between dance and other fine art subjects; and (D) distinguish commonalities between dance and subject areas such as English, mathematics, science, and social studies.</p>				
Assessment:	Practice, discussion groups, Research report #1, technique, and performance				
Essential Vocabulary:	Dia de Muertos, altars, calaveras de azucar, November 2				
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Review results of 9 weeks assessment Discuss Field trip to New Mexico and handout permission slips	Start staging dances! Formations and transitions to be ready for recital. Assign places for formations and transitions	Warm-up Zapateado combo for memorization: basic, carretillas, complete, pespunteados, cepillados simples, de punta, cepillados con remates.	Work specifics: Skirt work Style Projection Counts Music Bolados sequences and descansos	Cool down sequence and practice new technical routine
Tuesday					
Wednesday	Dia de los Muertos/ Day of the Dead. Assign team projects.	Research on Altares de dia de Muertos and sugar skulls	Warm-up Zapateado combo for memorization: basic, carretillas, complete, pespunteados, cepillados simples, de punta, cepillados con remates.	Teams organized their project. Plan their research projects	Turn in day of the Dead projects' plans in written projects
Thursday					
Friday	Halloween! Activities and ice breakers. Halloween get together!	Halloween stories and traditional "cuentos"	Organize Halloween setting and gathered class in a discussion group to share stories.	Shared their Halloween stories and participated with their peers.	Talk about Halloween costumes and explain their own costume

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Oct 26- Oct 30, 2009	Period(s):	Dance I and II
Outcome(s) or	Discuss 9 weeks assessment results and continue on recital preparation.				
Objectives:	<p>§117.56. Dance, Level I. (2) Creative expression/performance. The student applies body sciences and fitness principles to dance. The student is expected to: (A) communicate using appropriate anatomical terminology; (B) demonstrate basic principles of proper skeletal alignment; and (C) practice an effective warm-up and cool-down, using elements of proper conditioning. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) perform memorized movement sequences with rhythmical accuracy in several dance styles, including classical ballet, tap, modern, and ethnic dance; (B) identify the effective use of dance elements in practice and performance; (5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: (A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance.</p>				
Assessment:	Practical and movie report.				
Essential Vocabulary:					
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Return tests and discuss results. Discuss recital Fall 09. Discuss UTEP field trip	Open discussion to vote for dance style for recital and songs	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Started dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position
Tuesday	Return tests and discuss results. Discuss recital Fall 09 Discuss UTEP field trip	Open discussion to vote for dance style for recital and songs	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Started dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position
Wednesday	Develop on recital and field trip eligibility terms	Develop on recital and field trip eligibility terms, costumes, style and performance.	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Continue on dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position
Thursday	Watch a related movie...Step up 2	Watch movie and get ideas for dance recital	Encourage students to relate the movement on the movie to their plans for recital	Write a movie report	Turn in movie dance report.
Friday	Watch a related movie...Step up 2	Watch movie and get ideas for dance recital	Encourage students to relate the movement on the movie to their plans for recital	Write a movie report	Turn in movie dance report.

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Oct 26- Oct 30, 2009	Period(s):	Dance Performance (12 th)
Outcome(s) or	Prepare dance x half time show.				
Objectives:					
§117.59. Dance, Level IV. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) demonstrate consistency in performing advanced technical dance skills in traditional concert dance styles; (B) perform dance movements with a refined sense of rhythm and musicality and with clarity, expressiveness, and a wide range of spatial qualities; (C) create original dances, using improvisation and other choreographic processes.					
Assessment:	Performance at competition and football game				
Essential Vocabulary:					
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Performance afterschool at YHS for DDN Competition				
Tuesday	Organize game for this week. Review <i>Dude looks like a lady</i> and <i>stomp to my beat</i> , <u>pegate</u> , <i>hot stop</i> , <i>the race</i> . Work on kick and splits. Clean arms and pointed toes	Be ready to perform and clarify questions and concerns.	Warm-up Flexibility routine. INTENSE Endurance work out. Review dance for game.	Practice dance several times. Clean up arms and counts. Start with formations and transitions.	Cool down sequences and reminders.
Wednesday	Practice after school				
Thursday	Run dance with cd	Be ready for the game tomorrow night.	Warm-up Flexibility routine. INTENSE Endurance work-out. Review dance for game.	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders.
Friday	2 A day practice. Run show with band and with cd.				

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Nov 2- Nov. 6, 2009	Period(s):	Dance I and II
Outcome(s) or	Focus on recital performance, onstage practice, costumes and make-up/hair assignment				
Objectives:	<p>§117.56. Dance, Level I. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) perform memorized movement sequences with rhythmical accuracy in several dance styles, including classical ballet, tap, modern, and ethnic dance; (B) identify the effective use of dance elements in practice and performance; (C) improvise and demonstrate original movement; and (D) perform basic compositional forms, using fundamental choreographic processes.</p>				
Assessment:	Onstage practice and run-troughs.				
Essential Vocabulary:					
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Continue on intense preparation for recital. Remind students on eligibility.	Focus on recital. Discuss costumes and make up assignment.	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Started dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position
Tuesday	Continue on intense preparation for recital. Remind students on eligibility.	Focus on recital. Discuss costumes and make up assignment.	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Started dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position
Wednesday	Continue on intense preparation for recital. Remind students on eligibility.	Focus on recital. Costumes and make up assignment reminder	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Continue on dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position
Thursday	Continue on intense preparation for recital. Reminder about practical #4 (Performance) and Onstage practice Substitute	Focus on recital. Costumes and make up assignment due next week	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Continue on dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position
Friday	Continue on intense preparation for recital. Reminder about practical #4 (Performance) and Onstage practice Substitute Substitute	Focus on recital. Costumes and make up assignment due next week	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Continue on dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Nov 2- Nov. 6, 2009	Period(s):	Folklorico (6th)
Outcome(s) or	Prepare students for recital performance.				
Objectives:	<p>§117.56. Dance, Level I. (4) Historical/cultural heritage. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to: (A) analyze the characteristics of dances from several diverse cultures; (5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: (A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance; (B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances; (C) identify relationships between dance and other fine art subjects; and (D) distinguish commonalities between dance and subject areas such as English, mathematics, science, and social studies.</p>				
Assessment:	Performance				
Essential Vocabulary:	Sinaloa, sinaloense, machetes, jarabe nayarita, gatillos,				
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday					
Tuesday	Dia de los muertos team presentations start today! Teams to present today: ? Collect permission slips for New Mexico Mariachi Conference field trip	Continue on staging dances! Formations and transitions to be ready for recital. Assign places for formations and transitions.	Warm-up Zapateado combo for memorization: basic, carretillas, complete, pespunteados, cepillados simples, de punta, cepillados con remates.	Teams presented their Dia de Muertos projects to the class. Other teams took notes on presentations.	Turn in presentations notes
Wednesday					
Thursday	Mariachi Conference at New Mexico University Nov. 6-8, 2009.	Students worked on Sinaloa for 3 intensive days. Performed at Pan-American Center	Students attended diverse workshops and classes at the conference. Prepared a performance	Students attended classes on their own with other teachers at conference and remained responsible for their work.	Successful performance and positive outcomes after conference
Friday					

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Nov 2- Nov. 6, 2009	Period(s):	Dance Performance (12th)
Outcome(s) or	Prepare dance team for Senior Game				
Objectives:	<p>§117.59. Dance, Level IV. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) demonstrate consistency in performing advanced technical dance skills in traditional concert dance styles; (B) perform dance movements with a refined sense of rhythm and musicality and with clarity, expressiveness, and a wide range of spatial qualities; (C) create original dances, using improvisation and other choreographic processes.</p>				
Assessment:	Senior Game performance				
Essential Vocabulary:					
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Organize game for this week. Review <i>Dude looks like a lady</i> and <i>stomp to my beat, pegate, hot stop, the race</i> . Work on kick and splits. Clean arms and pointed toes	Be ready to perform and clarify questions and concerns.	Jeanette- Ex Conquerette special warm-up Flexibility routine. INTENSE Endurance work out. Review dance for game. Across the floor: Turns, leaps, jazz walks, kicks.	Practice dance several times. Clean up arms and counts. Start with formations and transitions.	Cool down sequences and reminders.
Tuesday	Practice after school				
Wednesday	Organize game for this week. Review <i>Dude looks like a lady, stomp to my beat, hot, and don't stop, the Race, Pegate</i> . Work on kick and splits. Clean arms and pointed toes	Be ready to perform and clarify questions and concerns.	Warm-up Flexibility routine. INTENSE Endurance work out. Review dance fro game. Across the floor: Turns, leaps, jazz walks, kicks.	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders.
Thursday	Practice after school				
Friday	2 a day practice. Run dance with band and with cd.	Be ready for the game tonight.	Warm-up Flexibility routine. INTENSE Endurance work out. Review dance for game. Across the floor: Turns, leaps, jazz walks, kicks.	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders.

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Nov 9- Nov. 13, 2009	Period(s):	Dance Performance (12th)
Outcome(s) or	Prepare dance team for football game				
Objectives:	<p>§117.59. Dance, Level IV. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) demonstrate consistency in performing advanced technical dance skills in traditional concert dance styles; (B) perform dance movements with a refined sense of rhythm and musicality and with clarity, expressiveness, and a wide range of spatial qualities; (C) create original dances, using improvisation and other choreographic processes.</p>				
Assessment:	Football performance				
Essential Vocabulary:					
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Practice after school				
Tuesday	Graham technique Limon Technique	Introduce students to a new dance technique.	Warm-up Flexibility routine. INTENSE Endurance work out. Review dance for game. Across the floor: Turns, leaps, jazz walks, kicks.	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders
Wednesday	Practice after school				
Thursday	Graham technique Limon Technique	Introduce students to a new dance technique. Practice Senior dance for Pep-rally	Run Warm-up Flexibility routine. INTENSE Endurance work out. Review dance for game. Across the floor: Turns, leaps, jazz walks, kicks.	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders.
Friday	Practice after school and GAME	Senior Pep-rally performance			

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Nov 9- Nov. 13, 2009	Period(s):	Dance I and II
Outcome(s) or	Finalize preparation fro recital and field trip				
Objectives:	<p>§117.56. Dance, Level I. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) perform memorized movement sequences with rhythmical accuracy in several dance styles, including classical ballet, tap, modern, and ethnic dance; (B) identify the effective use of dance elements in practice and performance; (C) improvise and demonstrate original movement; and (D) perform basic compositional forms, using fundamental choreographic processes.</p>				
Assessment:	Practice				
Essential Vocabulary:					
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Finish dance for recital. Discuss final details on costumes and procedures. Collect payments for UTEP field trip	Focus on recital dances and discuss hair, make up and general procedures for the recital day.	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Continue on dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position
Tuesday	Finish dance for recital. Discuss final details on costumes and procedures. Collect payments for UTEP field trip	Focus on recital dances and discuss hair, make up and general procedures for the recital day.	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Continue on dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position
Wednesday	Finish dance for recital. Discuss final details on costumes and procedures. Collect payments for UTEP field trip	Focus on recital dances and discuss hair, make up and general procedures for the recital day.	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Continue on dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position
Thursday	Work on ending and exit. Remind costume and hair/make-up assignment due next week	Focus on recital dances and discuss hair, make up and general procedures for the recital day.	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Continue on dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position
Friday	Work on ending and exit. Remind costume and hair/make-up assignment due next week	Focus on recital dances and discuss hair, make up and general procedures for the recital day.	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Continue on dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Nov 9 - Nov. 13, 2009	Period(s):	Folklorico (6th)
Outcome(s) or	Prepare all classes for final rehearsal run-troughs.				
Objectives:	TEKS: (2) Creative expression/performance. The student applies body sciences and fitness principles to dance.The student is expected to: (A) communicate using appropriate anatomical terminology; (B) demonstrate basic principles of proper skeletal alignment; and (C) practice an effective warm-up and cool-down, using elements of proper conditioning. (4) Historical/Cultural heritage. A) the students demonstrates an understanding of cultural/ historical and artistic diversity.				
Assessment:	Rehearsal				
Essential Vocabulary:	Basic, carretillas, complete, pespunteados, cepillados simples, de punta, cepillados con remate, Tecnica Raza.				
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Share experience at NMSU field trip	Open discussion on field trip.	Warm-up: Sequence 1 Zapateado combo for memorization: basic, carretillas, complete, pespunteados, cepillados simples, de punta, cepillados con remates. Tecnica Raza: Combos	Practice dance and peer feedback time. Advanced students lead the practice	Cool down sequence and constructive rest position.
Tuesday					
Wednesday	Finish dance for recital. Discuss final details on costumes and procedures.	Focus on recital dances and discuss hair, make up and general procedures for the recital day.	Warm-up: Sequence 1 Zapateado combo for memorization: basic, carretillas, complete, pespunteados, cepillados simples, de punta, cepillados con remates. Tecnica Raza: Combos	Practice dance and peer feedback time.	Get ready for next class. Put skirts and shoes back in storage area.
Thursday					
Friday	Finish dance for recital. Discuss final details on costumes and procedures. Collect journals	Focus on recital dances and discuss hair, make up and general procedures for the recital day.	Warm-up: Sequence 1 Zapateado combo for memorization: basic, carretillas, complete, pespunteados, cepillados simples, de punta, cepillados con remates. Tecnica Raza: Combos	Practice dance and peer feedback time.	Get ready for next class. Put skirts and shoes back in storage area.

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Nov 16- Nov. 20, 2009	Period(s):	Folklorico (6th)
Outcome(s) or	Final rehearsal run-troughs at Harmony Science Academy				
Objectives:	TEKS: (2) Creative expression/performance. The student applies body sciences and fitness principles to dance.The student is expected to: (A) communicate using appropriate anatomical terminology; (B) demonstrate basic principles of proper skeletal alignment; and (C) practice an effective warm-up and cool-down, using elements of proper conditioning. (4) Historical/Cultural heritage. A) the students demonstrates an understanding of cultural/ historical and artistic diversity.				
Assessment:	Rehearsal, try-outs				
Essential Vocabulary:	Basic, carretillas, complete, pespunteados, cepillados simples, de punta, cepillados con remate, Técnica Raza.				
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday					
Tuesday	Finish dance for recital. Discuss final details on costumes and procedures.	Focus on recital dances and discuss hair, make up and general procedures for the recital day.	Warm-up: Sequence 1 Zapateado combo for memorization: basic, carretillas, complete, pespunteados, cepillados simples, de punta, cepillados con remates. Tecnica Raza: Combos	Practice dance and peer feedback time.	Get ready for next class. Put skirts and shoes back in storage area.
Wednesday					
Thursday	Finish dance for recital. Discuss final details on costumes and procedures. Get measured for costumes. Main rehearsal at HS Academy	Recital rehearsal	Recital run through onstage	Classes are responsible for being ontime and be ready for their performance onstage.	Come back to DV
Friday					

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Nov 16- Nov. 20, 2009	Period(s):	Dance I and II
Outcome(s) or	Expose students to a main rehearsal onstage and costumes				
Objectives:	§117.56. Dance, Level I. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) perform memorized movement sequences with rhythmical accuracy in several dance styles, including classical ballet, tap, modern, and ethnic dance; (B) identify the effective use of dance elements in practice and performance; (C) improvise and demonstrate original movement; and (D) perform basic compositional forms, using fundamental choreographic processes.				
Assessment:	Dress Rehearsal at DV				
Essential Vocabulary:	Stage directions, body awareness, readiness				
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Completed dance with ending posse and exits. Edition of songs needed for next class. Remind student on eligibility for Field trip. Continue on collecting field trip emission slips and payments. Collect hair/make-up and costumes assignment.	Recital dance ready!	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Continue on dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position
Tuesday	Completed dance with ending posse and exits. Edition of songs needed for next class. Remind student on eligibility for Field trip. Continue on collecting field trip emission slips and payments. Collect hair/make-up and costumes assignment.	Recital dance ready! Get measured for Recital costumes!	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Continue on dance routine for recital :	Student support. Peer coaching on technique and beginning of dance.	Cool down sequences and constructive rest position
Wednesday	Rehearse dance with edited songs. Remind student on eligibility for Field trip. Continue on collecting field trip emission slips and payments. Collect hair/make-up and costumes assignment- for late grade	Get measured for recital costumes	Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Continue on dance routine for recital :	Run through	Cool down sequences and constructive rest position
Thursday	Finish dance for recital. Discuss final details on costumes and procedures. Get measured for costumes.	Recital rehearsal	Recital run through onstage	Classes are responsible for being on time and be ready for their performance onstage.	Come back to DV
Friday	Finish dance for recital. Discuss final details on costumes and procedures. Get measured for costumes.	Recital rehearsal	Recital run through onstage	Classes are responsible for being on time and be ready for their performance onstage.	Come back to DV

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Nov 16- Nov. 20, 2009	Period(s):	Dance Performance (12th)
Outcome(s) or	Prepare dance team for Football game and recital				
Objectives:	<p>§117.59. Dance, Level IV. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) demonstrate consistency in performing advanced technical dance skills in traditional concert dance styles; (B) perform dance movements with a refined sense of rhythm and musicality and with clarity, expressiveness, and a wide range of spatial qualities; (C) create original dances, using improvisation and other choreographic processes.</p>				
Assessment:	Football performance and main rehearsal for recital				
Essential Vocabulary:					
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Organize game for Saturday Review <i>Dude looks like a lady.</i> Work on kick and splits. Clean arms and pointed toes Need to clean kicks	Be ready to perform and clarify questions and concerns.	Warm-up Flexibility routine. INTENSE Endurance work out. Review dance for game. Across the floor: Turns, leaps, jazz walks, kicks.	Practice dance several times. Clean up arms and counts. Start with formations and transitions.	Cool down sequences and reminders.
Tuesday	Practice after school. Discuss Lock in fro Saturdays game.				
Wednesday	Review <i>Dude looks like a lady.</i> Work on kick and splits.	Be ready to perform and clarify questions and concerns.	Warm-up Flexibility routine. INTENSE Endurance work out. Review dance fro game. Across the floor: Turns, leaps, jazz walks, kicks.	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders.
Thursday	Practice after school. Discuss Lock in fro Saturdays game.				
Friday	Finish dance for recital. Discuss final details on costumes and procedures. Get measured for costumes.	Be ready for the game tonight. Recital rehearsal	Warm-up Flexibility routine. INTENSE Endurance work out. Review dance for game. Across the floor: Turns, leaps, jazz walks, kicks. Recital run through on stage	Practice dance several times. Clean up arms and counts, turns, entrances and exits. End formations and transitions.	Cool down sequences and reminders. Come back to DV

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Nov. 30- Dec 4, 2009	Period(s):	Dance I, II, Folk and Dance Performance
Outcome(s) or	Big recital preparation week.				
Objectives:	<p>§117.59. Dance, Level IV. (3) Creative expression/performance. The student develops knowledge and skills of dance elements and of choreographic processes and forms in a variety of dance styles. The student is expected to: (A) demonstrate consistency in performing advanced technical dance skills in traditional concert dance styles; (B) perform dance movements with a refined sense of rhythm and musicality and with clarity, expressiveness, and a wide range of spatial qualities; (C) create original dances, using improvisation and other choreographic processes.</p>				
Assessment:	Performance at recital				
Essential Vocabulary:					
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Finish dance for recital. Discuss final details on costumes and procedures. Distribute costumes	Recital practice!!!	Arduous preparation for Thursday. Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics	Clean up mistakes and improve individual work. Project and smile.	Cool down
Tuesday	Finish dance for recital. Discuss final details on costumes and procedures. Distribute costumes	Recital practice!!!	Arduous preparation for Thursday. Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics	Clean up mistakes and improve individual work. Project and smile.	Cool down
Wednesday	Finish dance for recital. Discuss final details on costumes and procedures. Distribute costumes	Recital practice!!!	Arduous preparation for Thursday. Warm-up: isolation and flexibility Endurance: Cardio Barre: Basics Dance Performance (12 th) practice Christmas dance for lunch time dance on Dec 15.	Clean up mistakes and improve individual work. Project and smile.	Cool down
Thursday	Congratulate students on a great performance. Highlight assets Discuss weak areas to improve for next performance.	Organize costumes, hair pieces, and room.	Gather students in groups of 5 to assign clean up duties.	Organize storage room and pair up shoes. Dance performance practice for Performance at Lady of Guadalupe Church.	Get ready for my next class.
Friday	Congratulate students on a great performance. Highlight assets Discuss weak areas to improve for next performance.	Organize costumes, hair pieces, and room.	Gather students in groups of 5 to assign clean up duties.	Organize storage room and pair up shoes. Dance performance practice for Performance at Lady of Guadalupe Church.	Get ready for my next class.

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Dec 8- Dec 12, 2008	Period(s):	Dance I, II, Folk and Dance Performance.
Outcome(s) or	Recital rewards				
Objectives:					
§117.56. Dance, Level I. (5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: (B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances.					
NOTE: Dance performance practiced for dance extravaganza on Dec 8 th . At central Office					
Assessment:					
Essential Vocabulary:					
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Relax after a great performance. Remind students’ research project due next week.	Watch <i>Step up 2</i>	Dance performance practiced at central office for dance extravaganza. Other classes...	Work on research paper...handwrite, research, type or edit paper.	Answer final questions on research paper format.
Tuesday	Relax after a great performance. Remind students’ research project due next week.	Watch <i>Step up 2</i>	Dance performance practiced at central office for dance extravaganza. Other classes...	Work on research paper...handwrite, research, type or edit paper.	Answer final questions on research paper format.
Wednesday	COLLECT EMERGENCY PERMISSION SLIPS FOR FIELD TRIP	UTEP HOLIDAY SPECTACULAR FIELD TRIP.	Students attended a Christmas musical that involved dance and other performing arts.	Students appreciated an enjoyed a live performance and shared their observations and opinions about the show.	Answer final questions on research paper format.
Thursday	Relax after a great performance	Watch <i>Recital Video</i>	Answer final questions on research paper format.	Write a report on best dance!	Turn in report on dance number that I enjoyed the most.
Friday	Relax after a great performance	Watch <i>Recital Video</i>	Answer final questions on research paper format.	Write a report on best dance! Dance performance practice for Mountain View BBall Game half time show.	Turn in report on dance number that I enjoyed the most.

LESSON PLANS

Teacher:	Belinda A. Sáenz	Week of:	Dec 14– Dec 18. 2009	Period(s):	Dance I, II, Folk and Dance Performance.
Outcome(s) or	Practice for Dance extravaganza 09 and offer rewards for a great performance on Recital.				
Objectives:					
§117.56. Dance, Level I. (5) Response/evaluation. The student makes informed judgments about dance's form, meaning, and role in society. The student is expected to: (A) incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance; (B) demonstrate appropriate audience behavior and etiquette in the classroom and at performances; (C) identify relationships between dance and other fine art subjects; and					
NOTE: Dance performance performed for DV students during lunch.					
Assessment:	Practical observations and informal discussion assessment				
Essential Vocabulary:	Compilation of all technique learned so far.				
Journal:	None				
	Anticipatory Set (Hook)	Presentation of Lesson	Guided Practice	Independent Practice	Closure
Monday	Come back to shape and suit out for work out. Collect research paper intro paragraph.	Extra time to finish complete research paper. Turn in only intro paragraph and complete when we come back from Christmas break.	Ballet warm-up: Barre included tendu, plie, releve. Floor work: 1 st , 2 nd and 3th positions. Combos with barre intro included channe turns. Across the floor: Jazz walks, channe turns, and spot technique. Continue jazz dance	Practice their technical work. Practice jazz dance and memorize counts and style. Dance performance participated at Christmas program during lunch time.	Cool down sequence
Tuesday	Come back to shape and suit out for work out. Collect research paper intro paragraph	Extra time to finish complete research paper. Turn in only intro paragraph and complete when we come back from Christmas break.	Ballet warm-up: Barre included tendu, plie, releve. Floor work: 1 st , 2 nd and 3th positions. Combos with barre intro included channe turns. Across the floor: Jazz walks, channe turns, and spot technique. Continue jazz dance	Practice their technical work. Practice jazz dance and memorize counts and style. Dance performance practice for Dance Extravaganza...Bend and Snap	Cool down sequence
Wednesday	Collect research paper intro paragraph for LATE grade	Extra time to finish complete research paper. Turn in only intro paragraph and complete when we come back from Christmas break.	Dance Extravaganza for dance Performance. Main rehearsal.	Practice their technical work. Practice jazz dance and memorize counts and style. Dance performance practice for Dance Extravaganza...Bend and Snap	Feedback on dance extravaganza performance
Thursday	Christmas social interaction.	Recital rewards and refreshments	Dance Extravaganza 2009 at Central office.	Students interacted and shared their experience during the recital process and performance.	Prepare dance room and lockers for Christmas break. Check grades status.
Friday	Christmas social interaction.	Recital rewards and refreshments	Open discussion about Christmas and Dance extravaganza performances.	Students interacted and shared their experience during the recital process and performance.	Prepare dance room and lockers for Christmas break. Check grades status.