

Colorado Teacher-Authored Instructional Unit Sample

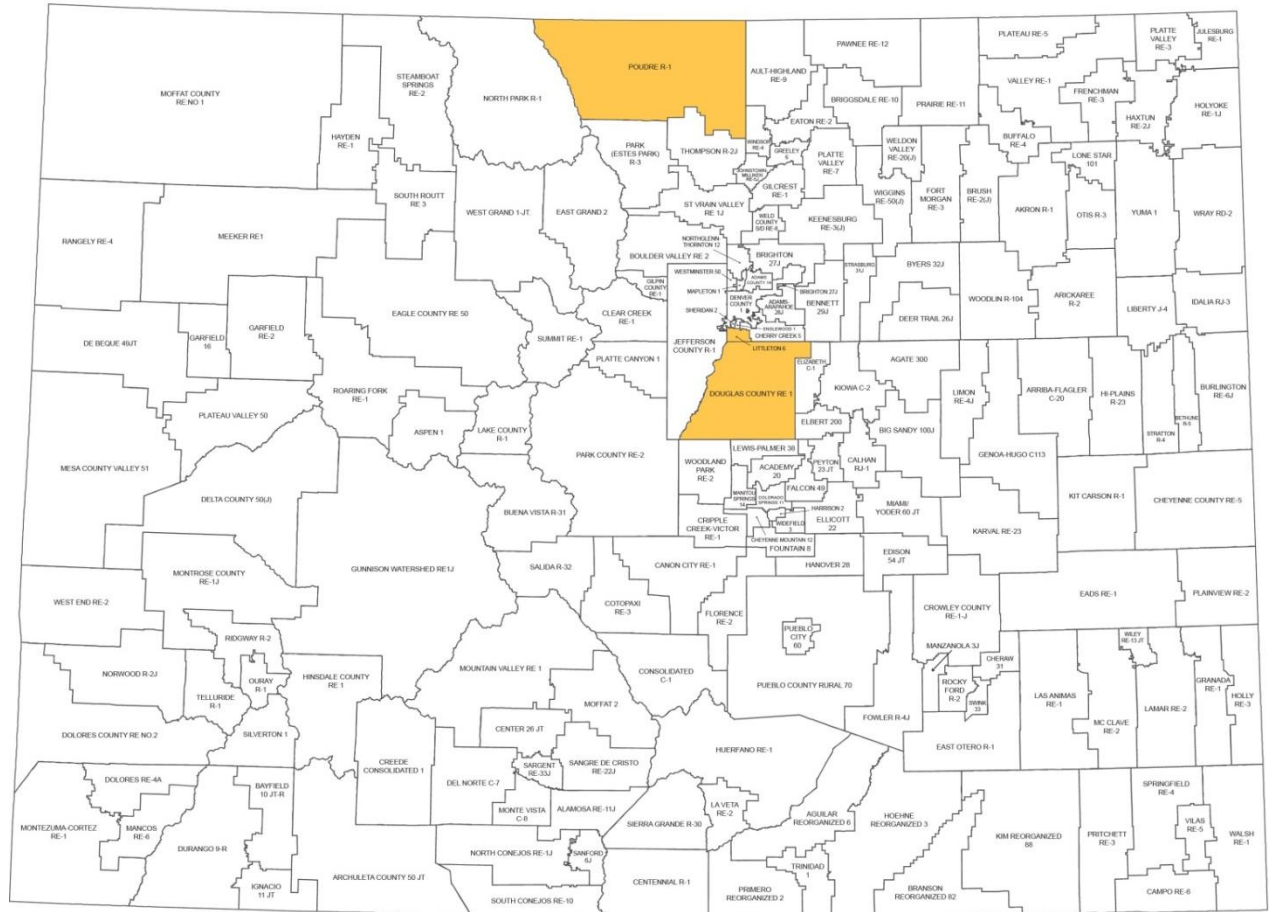
# Unit Title: The Way West – The Oregon Trail: Theme and Variation Folk Dance

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## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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Dance samples represent collaboration between Colorado k-12 educators and community partners in Dance. For more information about community partners in your region, refer to the [Arts Education Guidebook](http://www.cde.state.co.us/coarts/ArtGuidebook.asp) (<http://www.cde.state.co.us/coarts/ArtGuidebook.asp>).

*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

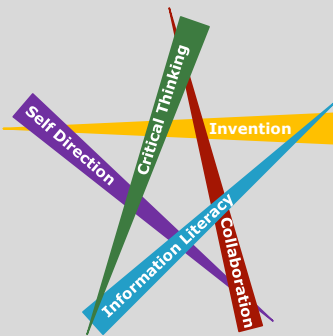
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<b>Content Area</b>	Dance	<b>Grade Level</b>	2 <sup>nd</sup> Grade
<b>Course Name/Course Code</b>			

<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>
1. Movement, Technique, and Performance	1. Perform simple dance studies	DA09-GR.2-S.1-GLE.1
	2. Explore moods and feelings in performance	DA09-GR.2-S.1-GLE.2
2. Create, Compose, and Choreograph	1. Create a dance work alone and with others, and incorporate a movement motif	DA09-GR.2-S.2-GLE.1
	2. Create expressive movement to music and other stimuli	DA09-GR.2-S.2-GLE.2
3. Historical and Cultural Context	1. Social dances rely on unique costumes and music to express intent	DA09-GR.2-S.3-GLE.1
	2. Dance is part of every society and community	DA09-GR.2-S.3-GLE.2
4. Reflect, Connect, and Respond	1. Compare and contrast different dance styles and world dance forms	DA09-GR.2-S.4-GLE.1
	2. Describe the feeling that is communicated through various dances	DA09-GR.2-S.4-GLE.2

**Colorado 21<sup>st</sup> Century Skills**



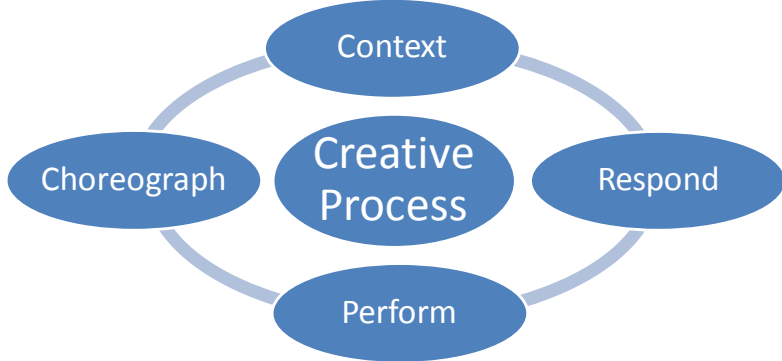
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*



The Colorado Academic Standards for Dance are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy.

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
The Way West – The Oregon Trail: Theme and Variation Folk Dance	2-3 weeks/10 contact hours	Instructor Choice

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<b>Unit Title</b>	The Way West – The Oregon Trail: Theme and Variation Folk Dance		<b>Length of Unit</b>	2-3 weeks/10 contact hours
<b>Focusing Lens(es)</b>	Origins	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.2-S.1-GLE.1, DA09-GR.2-S.1-GLE.2 DA09-GR.2-S.2-GLE.1, DA09-GR.2-S.2-GLE.2 DA09-GR.2-S.3-GLE.1, DA09-GR.2-S.3-GLE.2 DA09-GR.2-S.4-GLE.1, DA09-GR.2-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Why would dancers today study folk dance? (DA09-GR.2-S.3-GLE.1, 2)</li> <li>• How did cultures preserve their traditions through dance when moving to new lands?</li> <li>• How does dance reflect a culture?</li> </ul>			
<b>Unit Strands</b>	Performance practice Create using original body actions Context cultural information Respond with intent to communicate			
<b>Concepts</b>	Space/Time/Energy, Improvisation, Expressions, Traditions, Culture			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Traditions can provide the origin for movements that are unique to particular cultures (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.2) and (DA09-GR.2-S.3-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1)	What movements identify the _____ culture (insert culture to study)?	Why do the body actions vary in folk dances from different cultures?
Repetitive patterns serve as a basis for the form and structure of a folk dance (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.3-GLE.1) and (DA09-GR.2-S.4-GLE.1)	When does the movement phrase become a dance? What movements make a motif (repetitive pattern) that give meaning to an idea? What are the sound patterns in a folk dance?	Is it necessary to have a pattern in a movement phrase?
Cultural dances make a direct statement about traditional values (DA09-GR.2-S.1-GLE.1, 2) and (DA09-GR.2-S.2-GLE.1) and (DA09-GR.2-S.3-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1, 2)	What are similarities and differences between a folk dance from the past and a dance that is popular today?	Why do different cultures have unique dance styles?

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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Movement motifs form body actions in space and time (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1)</li> <li>• Examples of ways observation assists to refine a movement phrase (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1)</li> <li>• What folk dances represent their perspective countries and why (DA09-GR.2-S.1-GLE.1, 2) and (DA09-GR.2-S.2-GLE.1) and (DA09-GR.2-S.3-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1, 2)</li> <li>• Recognize the difference between folk dances and character dances (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.2) and (DA09-GR.2-S.3-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1)</li> <li>• Folk dances create original movement phrases (DA09-GR.2-S.1-GLE.1, 2) and (DA09-GR.2-S.2-GLE.1) and (DA09-GR.2-S.3-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1)</li> <li>• Strategies to memorize a dance work (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform simple dance studies. (DA09-GR.2-S.1-GLE.1)</li> <li>• Select movement for the phrase that has meaning and relevance to the idea or stimuli. (DA09-GR.2-S.2-GLE.2-EO.b)</li> <li>• Improvise a movement phrase alone and with a partner, and select a movement starting point from a specific folk dance (DA09-GR.2-S.2-GLE.1-EO.a)</li> <li>• Discuss the origins of the dance studied. (DA09-GR.2-S.3-GLE.1-EO.a)</li> <li>• Compare and contrast different dance styles and world dance forms. (DA09-GR.2-S.4-GLE.1)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Studying different folk dances from different cultures assists dancers in understanding community values and traditions.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>View, Identify, Describe, Learn, Remember, Improvise, Create, Select, Refine, Motif, Phrase, Composition, Practice, Perform, Assess, Evaluate, Cultural Expression</p>
<p><b>Technical Vocabulary:</b></p>	<p>Time, Weight, Space, Flow, Accent, Transfer Of Weight, Balance, Stillness, Gesture, Action, Strength, Agility, Stamina, Flexibility, Speed, Tempo, Dance Form And Structure, Style</p>

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<b>Unit Description:</b>	This unit explores the Oregon Trail era through its traditions of social dance, primarily the folk dance. Students will begin by studying folk dances and becoming familiar with the cultural influences within each dance style. Across the unit, students will learn various dance steps to create folk dances following the performance preparation process as an organizing structure for learning. The unit culminates in a performance assessment that asks students to work collaboratively to prepare a final folk dance performance that includes historical presentations about the folk dance of that era.
<b>Considerations:</b>	Focus on cultural gestures & nonverbal communication. Encourage student leaders to develop their own movement motif & phrase. Possible focus on geometric shapes.
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Cultural dances make a direct statement about traditional values
<b>Supporting Generalizations:</b>	Traditions can provide the origin for movements that are unique to particular cultures
	Repetitive patterns serve as a basis for the form and structure of a folk dance

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Cultural dances make a direct statement about traditional values
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a dance troupe, you and your fellow dancers have been asked to perform a traditional dance reflecting Colorado’s unique history for the Colorado Governor’s State of State annual banquet. And as part of your performance, you will give a short presentation of the history of the dance including its origins and the occasions where/when the dance was typically performed.
<b>Product/Evidence:</b> (Expected product from students)	Students will learn a folk dance and give a short presentation on how and why movements helped to preserve traditions in a new land. Teachers may decide the length, extent, and nature of these historical/contextual aspects. That is, teachers can decide the research components and the methods by which students can express their knowledge (writing, ppt, prezi, etc)
<b>Differentiation:</b> (Multiple modes for student expression)	Students will all be expected to participate in the dance performance. They may, however, take on different roles with respect to the presentation of the historical context/aspects, including: <ul style="list-style-type: none"> <li>• Writer</li> <li>• Graphic artists</li> <li>• Videographer</li> <li>• Narrator</li> </ul>

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<b>Texts for independent reading or for class read aloud to support the content</b>	
<b>Informational/Non-Fiction</b>	<b>Fiction</b>
<p><i>The Oregon Trail (True Books: American History)</i>- Elaine Landau ( 550 Lexile level)  <i>The Oregon Trail (True Books)</i>- Mel Friedman (990 Lexile level)</p>	<p><i>Roughing It on the Oregon Trail (The Time-Traveling Twins)</i>- Diane Stanley (460 Lexile level)  <i>Daily Life in a Covered Wagon</i>- Paul Erickson (1120 Lexile level)  <i>Gold! Gold from the American river</i>-Don Brown (1010 Lexile level)  <i>Gold Rush Fever</i>- Barbara Greenwood (840 Lexile level)  <i>The Gold Rush Kid</i>-Mary Waldorf (1010 Lexile level)  <i>I Witness: Hard Gold: The Colorado gold rush of 1859</i>-Avi (740 Lexile level)</p>

<b>Ongoing Discipline-Specific Learning Experiences</b>				
1.	Description:	<p><b>Performance Preparation Process</b>  <i>Within a performance focused unit, the basic process of introduce, rehearse and perform are ongoing throughout the unit. The various learning experiences underscore this process.</i></p> <p><b>Introduce</b>- Refers to the pre-experiences needed before introducing dance repertoire. As learning progresses, students will be introduced to various additional dance steps/techniques.</p> <p><b>Rehearse</b>- Refers to the steps that occur after introducing repertoire. Review, practice, revisiting areas that need additional focus will be a recurring process.</p> <p><b>Perform</b>- Refers to the execution and/or application of work within in the introduction and rehearsal process. This can include the final capstone performance task or other performances demonstrating skill attainment. When a student demonstrates skills in discreet form (such as a specific dance sequence) or in a full comprehensive form (such as the full dance piece) they perform as a way to determine understanding. Performing occurs throughout the unit.</p>	Teacher Resources:	<p><a href="http://www.decodanz.co.uk/resources/Freebies/Prep-for-Performance---Sho-Botham---decodanz.pdf">http://www.decodanz.co.uk/resources/Freebies/Prep-for-Performance---Sho-Botham---decodanz.pdf</a> (Guidebook on Performance Preparation)</p> <p><a href="http://drjimtaylor.com/2.0/dance/">http://drjimtaylor.com/2.0/dance/</a> (Comprehensive overview for dancers on the performance preparation process.)</p> <p><a href="http://penonpointe.wordpress.com/2011/09/22/its-rehearsal-time-preparing-your-young-dancer/">http://penonpointe.wordpress.com/2011/09/22/its-rehearsal-time-preparing-your-young-dancer/</a> (General overview for teachers on the rehearsal process for young dancers.)</p> <p><a href="http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Swing_Your_Partner.aspx">http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Swing_Your_Partner.aspx</a> (Square dance Lesson Plan from Kennedy Center’s ArtsEdge)</p>
	Skills:	<p><b>Introduction:</b> Identify styles, genre, traditions, and era for the origins of folk dance</p> <p><b>Rehearsal:</b> Review, analyze, edit, adjust elements of the dance piece as needed</p> <p><b>Performance:</b> Apply, execute, demonstrate skill attainment</p>	Student Resources:	N/A
			Assessment:	<p>Students will participate in the performance preparation process throughout this unit. Teachers will use observations to assess in the following ways:</p> <p><b>Introduce:</b> Pre-asses folk dance understanding through brainstorming and discussions.</p> <p><b>Rehearse:</b> Rehearsal is formatted to meet student’s range of abilities. Formative assessment and adjustment of dance steps, timing, gestures, etc. are found throughout the rehearsal process.</p> <p><b>Performance:</b> Assessments such as observation and correction for discreet skill attainment.</p>

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2.	Description:	Think work like a dance historian-Examine origins of traditional dance	Teacher Resources:	<a href="http://www.miningbureau.com/">http://www.miningbureau.com/</a> (Story of the Colorado Gold Rush) <a href="http://www.westernmininghistory.com/articles/11/page1/">http://www.westernmininghistory.com/articles/11/page1/</a> (Story of the Colorado Gold Rush)
			Student Resources:	N/A
	Skills:	Researching and analyzing origins of social dance Comparing contemporary and traditional social dance	Assessment:	Across the unit students will participate in research and writing activities to create a short presentation on the historical context of their chosen dance. <ul style="list-style-type: none"> <li>• Journal</li> <li>• Reflective writing</li> <li>• Program notes</li> <li>• Narration</li> </ul>

<b>Prior Knowledge and Experiences</b>
Students will draw upon a basic understanding of community traditions and beliefs and the role of dance within these. It would also be helpful but not mandatory for students to have a basic understanding of loco motor skills (walk, run, jump, leap, gallop, hop) and can follow basic movement directions. Students should be familiar with how to move in a given space safely while respecting the space of others.

**Learning Experiences # 1 – 3  
Instructional Timeframe: Weeks 1-2**

<b>Learning Experience # 1</b>	
As an introduction, the teacher may brainstorm with the students so they can understand the variety of ways people dance socially in today’s cultures.	
<b>Generalization Connection(s):</b>	Cultural dances make a direct statement about traditional values
<b>Teacher Resources:</b>	<a href="http://www.youtube.com/watch?v=ROXQ_oNpMTo">http://www.youtube.com/watch?v=ROXQ_oNpMTo</a> (RAD Character Steps) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=folk+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=folk+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Folk dance images) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=folk+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=folk+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Folk dancing images) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dancing images) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dance images)

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<b>Student Resources:</b>	<a href="http://www.centralhome.com/ballroomcountry/social_dancing.htm">http://www.centralhome.com/ballroomcountry/social_dancing.htm</a> (Social dancing) <a href="http://www.americanantiquarian.org/Exhibitions/Dance/types.htm">http://www.americanantiquarian.org/Exhibitions/Dance/types.htm</a> (Social dancing)	
<b>Assessment:</b>	As a class, students will compile a list for a word wall of contemporary social dance styles. <a href="http://www.schoolexpress.com/wordwalls/wordwalls.php">http://www.schoolexpress.com/wordwalls/wordwalls.php</a> (Word Wall Templates)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided with images to depict a variety of cultural social dances <a href="http://www.shutterstock.com/cat.mhtml?searchterm=folk+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=folk+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Folk dance images) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=folk+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=folk+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Folk dancing images) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dancing images) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dance images)	Students may add images to the Word Wall
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.knowitall.org/artopia/pdf/Floorpaths.pdf">http://www.knowitall.org/artopia/pdf/Floorpaths.pdf</a> (Floorpaths in Dance Guidebook)	Students may draw a floorpath of a contemporary dance style
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Folk dances represent their perspective countries</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Discuss the origins of social dance</li> </ul>	
<b>Critical Language:</b>	Compare and contrast, dance styles, world dance forms, folk dance, social dance	

<b>Learning Experience # 2</b>	
Teacher may show examples of folk dances from the Oregon Trail so that students can begin to understand the style of social dance during the Oregon Trail era.	
<b>Generalization Connection(s):</b>	Traditions can provide the origin for movements that are unique to particular cultures
<b>Teacher Resources:</b>	<a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dancing images) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dance images) <a href="http://www.youtube.com/watch?v=TygmMPbwfi">http://www.youtube.com/watch?v=TygmMPbwfi</a> (Seven Brides for Seven Brothers Barn Dance Sequence)



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	<a href="http://www.youtube.com/watch?v=p_nCY1wrbU">http://www.youtube.com/watch?v=p_nCY1wrbU</a> (A Square Dance Demonstration of kids performing in costume) <a href="http://www.videosquaredancelessons.com">http://www.videosquaredancelessons.com</a> (Square Dance Lesson plan)	
<b>Student Resources:</b>	<a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dancing images) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dance images)	
<b>Assessment:</b>	Students will demonstrate awareness of folk dances through discussion around the question “What movements identify the folk dances from the Oregon trail era?” Teacher may use observation checklist for accuracy of answers during discussion. <a href="https://www.ocps.net/cs/ease/support/curriculum/Documents/A%20Checklist%20for%20Everything%20Book.pdf">https://www.ocps.net/cs/ease/support/curriculum/Documents/A%20Checklist%20for%20Everything%20Book.pdf</a> (Modifiable checklist resource collection)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.knowitall.org/artopia/pdf/Floorpaths.pdf">http://www.knowitall.org/artopia/pdf/Floorpaths.pdf</a> (Floorpaths in Dance Guidebook)	Students may refer to visuals such as pictures or sketches of the dances, or of cultural traditions of the era in their responses to the teacher questions
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://lispat.info/floor-patterns-in-dance/">http://lispat.info/floor-patterns-in-dance/</a> (Ideas for dance floor patterns)	Students may notate a square dance using a dance floor pattern
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Folk dances represent their perspective countries</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Discuss the origins of social dance</li> </ul>	
<b>Critical Language:</b>	Square dance, folk dance, social dance, character dance, community, Oregon Trail	

<b>Learning Experience # 3</b>	
Teacher may guide students in a discussion of historical context (e.g. Oregon Trail, Colorado Gold Rush) so that students can begin to understand dance as an expression of specific cultural traditions of that era.	
<b>Generalization Connection(s):</b>	Cultural dances make a direct statement about traditional values
<b>Teacher Resources:</b>	<a href="http://www.miningbureau.com/">http://www.miningbureau.com/</a> (Story of the Colorado Gold Rush) <a href="http://www.westernmininghistory.com/articles/11/page1/">http://www.westernmininghistory.com/articles/11/page1/</a> (Story of the Colorado Gold Rush) <a href="http://schools.nyc.gov/offices/teachlearn/arts/Dance/DanceUnits_Dance%20History.pdf">http://schools.nyc.gov/offices/teachlearn/arts/Dance/DanceUnits_Dance%20History.pdf</a> (Dance History Unit-Secondary Grades version-must be adapted for primary grades)
<b>Student Resources:</b>	N/A
<b>Assessment:</b>	Students will demonstrate level of understanding of specific dance steps related to folk dance, types of folk dances observed and traditions from the Oregon trail era. Teachers may use/create an assessment rubric for evaluation. <a href="http://www.p12.nysed.gov/ciai/arts/pub/artsampdance.pdf">http://www.p12.nysed.gov/ciai/arts/pub/artsampdance.pdf</a> (Examples of Folk/Social Dance Assessment Tools)

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	<a href="http://www.docstoc.com/docs/107427544/Rubric-for-Folk-Dance">http://www.docstoc.com/docs/107427544/Rubric-for-Folk-Dance</a> (Folk Dance Rubric Example) <i>And:</i> Students will construct a written/illustrated response to the question: “How does the square dance relate to or demonstrate a particular cultural value?” <a href="http://www.crystalhoffman.com/writing-pages-for-kindergarten">http://www.crystalhoffman.com/writing-pages-for-kindergarten</a> (Blank template with space for illustration and writing.)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.knowitall.org/artopia/pdf/Floorpaths.pdf">http://www.knowitall.org/artopia/pdf/Floorpaths.pdf</a> (Floorpaths in Dance Guidebook) <a href="http://www.flashcardmachine.com/folk-dance.html">http://www.flashcardmachine.com/folk-dance.html</a> (Flash Cards for folks dance steps) <a href="http://www.xtec.cat/monografics/cirel/pla_le/llicencies/docs/nuria_niell/dances/flashcards.pdf">http://www.xtec.cat/monografics/cirel/pla_le/llicencies/docs/nuria_niell/dances/flashcards.pdf</a> (Folk Dance cards with pictures)	Students may refer to flash cards with words or visuals such as pictures or sketches of the dances, or of cultural traditions of the era
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Folk dances represent their perspective countries</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Discuss the origins of the dance</li> </ul>	
<b>Critical Language:</b>	Compare and contrast, dance styles, world dance forms, folk dance, social dance	

**Learning Experiences # 4 – 6  
Instructional Timeframe: Weeks 3-5**

<b>Learning Experience # 4</b>	
The teacher may teach square dance to students, either through demonstration or through a workshop so that students can learn steps to a simple square dance.	
<b>Generalization Connection(s):</b>	Repetitive movement patterns serve as a basis for the form and structure of a folk dance
<b>Teacher Resources:</b>	<a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dancing images) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dance images) <a href="http://www.youtube.com/watch?v=TygmMPbwfj">http://www.youtube.com/watch?v=TygmMPbwfj</a> (Seven Brides for Seven Brothers Barn Dance Sequence) <a href="http://www.youtube.com/watch?v=p_nCY1wrBU">http://www.youtube.com/watch?v=p_nCY1wrBU</a> (A Square Dance Demonstration of kids performing in costume) <a href="http://www.videosquaredancelessons.com/">http://www.videosquaredancelessons.com/</a> (Square dance lesson plan) <a href="http://www.coloradosquaredance.com">www.coloradosquaredance.com</a> (Colorado State Square Dance Association)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Student will demonstrate understanding skills such simple dance patterns, demonstration of the idea of the dance (happy, sad), demonstrating starting point of the dance. Teachers may use an observational checklist or rubric to evaluate. <a href="http://www.docstoc.com/docs/107427544/Rubric-for-Folk-Dance">http://www.docstoc.com/docs/107427544/Rubric-for-Folk-Dance</a> (Folk Dance rubric example) <a href="http://www.louisianovoices.org/Unit6/edu_unit6w_mov_to_msc_rubric.html">http://www.louisianovoices.org/Unit6/edu_unit6w_mov_to_msc_rubric.html</a> (Moving to Music rubric example)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.phamaly.org/">http://www.phamaly.org/</a> (Phamaly Theatre Company) <a href="http://dancingwheels.org/about-us.asp">http://dancingwheels.org/about-us.asp</a> (Wheelchair dance company) Students may need visual & kinesthetic review/practice through teacher or peer demonstration/modeling/mirroring	Students may demonstrate understanding through non-verbal communication through rhythmic movement patterns
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may lead a dance sequence Students may add more variety of choreography (e.g. additional 24 counts of a more challenging variation to incorporate communication & collaboration)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Strategies to memorize a dance work</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Perform simple dance studies that are consistent with Oregon Trail era</li> <li>Select movement for the phrase that has meaning and relevance to the idea or stimuli.</li> </ul>	
<b>Critical Language:</b>	Identify, describe, practice, perform, balance, transfer of balance, speed, tempo, gesture	

<b>Learning Experience # 5</b>	
Teacher may review square dance steps with the class so that students can begin to understand the importance of internalizing the steps of a dance.	
<b>Generalization Connection(s):</b>	Repetitive movement patterns serve as a basis for the form and structure of a folk dance
<b>Teacher Resources:</b>	<a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dancing images) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dance images) <a href="http://www.youtube.com/watch?v=TygmMPbwfj">http://www.youtube.com/watch?v=TygmMPbwfj</a> (Seven Brides for Seven Brothers Barn Dance Sequence) <a href="http://www.youtube.com/watch?v=p_nCY1wrbU">http://www.youtube.com/watch?v=p_nCY1wrbU</a> (A Square Dance Demonstration of kids performing in costume) <a href="http://www.videosquaredancelessons.com/">http://www.videosquaredancelessons.com/</a> (Square dance lesson plan)

**Colorado Teacher-Authored Sample Instructional Unit**

	<a href="http://www.coloradosquaredance.com">www.coloradosquaredance.com</a> (Colorado State Square Dance Association)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Students will review the dance steps to check for understanding, additional notation of improvement or challenges to be added using a dance observational checklist or rubric building from the previous learning experience. <a href="http://www.docstoc.com/docs/107427544/Rubric-for-Folk-Dance">http://www.docstoc.com/docs/107427544/Rubric-for-Folk-Dance</a> (Folk Dance rubric example) <a href="http://www.louisianavoices.org/Unit6/edu_unit6w_mov_to_msc_rubric.html">http://www.louisianavoices.org/Unit6/edu_unit6w_mov_to_msc_rubric.html</a> (Moving to Music rubric example)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.phamaly.org/">http://www.phamaly.org/</a> (Phamaly Theatre Company) <a href="http://dancingwheels.org/about-us.asp">http://dancingwheels.org/about-us.asp</a> (Wheelchair dance company) Students may find it helpful to relate dance positions to items in the room (i.e., under the floor, in the corner)	Student may demonstrate understanding through non-verbal communication through rhythmic movement patterns
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may lead a dance sequence Students may add more variety of choreography (e.g. additional 24 counts of a more challenging variation to incorporate communication & collaboration)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Strategies to memorize a dance work</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Select movement for the phrase that has meaning and relevance to the idea or stimuli</li> </ul>	
<b>Critical Language:</b>	Identify, describe, practice, perform, balance, transfer of balance, speed, tempo, gesture, patterns, sequence	

<b>Learning Experience # 6</b>		
Teacher may rehearse square dance moves so that students can make connections between the rehearsal process and the creation of a final performance.		
<b>Generalization Connection(s):</b>	Repetitive movement patterns serve as a basis for the form and structure of a folk dance	
<b>Teacher Resources:</b>	<a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dancing images) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dance images) <a href="http://www.youtube.com/watch?v=TygmMPbwfj">http://www.youtube.com/watch?v=TygmMPbwfj</a> (Seven Brides for Seven Brothers Barn Dance Sequence) <a href="http://www.youtube.com/watch?v=p_nCYY1wrbU">http://www.youtube.com/watch?v=p_nCYY1wrbU</a> (A Square Dance Demonstration of kids performing in costume) <a href="http://www.videosquaredancelessons.com/">http://www.videosquaredancelessons.com/</a> (Square dance lesson plan) <a href="http://www.coloradosquaredance.com">www.coloradosquaredance.com</a> (Colorado State Square Dance Association)	
<b>Student Resources:</b>	N/A	

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<b>Assessment:</b>	Students will demonstrate ability to recreate and improvise a movement phrase alone and with a partner, and select a movement starting point from a specific folk dance. Teachers may use an observational checklist or rubric to evaluate. <a href="http://www.docstoc.com/docs/107427544/Rubric-for-Folk-Dance">http://www.docstoc.com/docs/107427544/Rubric-for-Folk-Dance</a> (Folk Dance rubric example) <a href="http://www.louisianovoices.org/Unit6/edu_unit6w_mov_to_msc_rubric.html">http://www.louisianovoices.org/Unit6/edu_unit6w_mov_to_msc_rubric.html</a> (Moving to Music rubric example)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may need an adjusted spatial environment to accommodate students with physical challenges (i.e., wheelchairs & crutches – possible student “shadow/aid” that helps in the learning of the dance) -Student mentors can be used to support in learning the dance <a href="http://www.phamaly.org/">http://www.phamaly.org/</a> (Phamaly Theatre Company) <a href="http://dancingwheels.org/about-us.asp">http://dancingwheels.org/about-us.asp</a> (Wheelchair dance company) <a href="http://hsc.csu.edu.au/dance/core/composition/2437/space_elements.html">http://hsc.csu.edu.au/dance/core/composition/2437/space_elements.html</a> (Tutorial on moving through space in dance) Students may refer to sketches & diagrams of floor patterns used in the structure of the dance	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.danceadvantage.net/2009/06/07/remembering-choreography/">http://www.danceadvantage.net/2009/06/07/remembering-choreography/</a> (Strategies for memorizing strategies)	Students may add more variety of choreography (e.g. additional 24 counts of a more challenging variation to incorporate communication & collaboration)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Strategies to memorize a dance work</li> <li>Examples of ways observation assists to refine a movement phrase</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Select movement for the phrase that has meaning and relevance to the idea or stimuli</li> </ul>	
<b>Critical Language:</b>	Identify, describe, practice, perform, balance, transfer of balance, speed, tempo, gesture, patterns, folk dance step terms	

**Learning Experiences # 7 – 8**  
**Instructional Timeframe: Week 6**

<b>Learning Experience # 7</b>	
Teacher may conduct final dress rehearsal of dance performance so that students can appreciate and reflect upon the dance preparation process.	
<b>Generalization Connection(s):</b>	Repetitive movement patterns serve as a basis for the form and structure of a folk dance

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Teacher Resources:</b>	<a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dancing images) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dance images) <a href="http://www.youtube.com/watch?v=TygmMPbwfji">http://www.youtube.com/watch?v=TygmMPbwfji</a> (Seven Brides for Seven Brothers Barn Dance Sequence) <a href="http://www.youtube.com/watch?v=p_nCYY1wrBU">http://www.youtube.com/watch?v=p_nCYY1wrBU</a> (A Square Dance Demonstration of kids performing in costume) <a href="http://www.videosquaredancelessons.com/">http://www.videosquaredancelessons.com/</a> (Square dance lesson plan) <a href="http://www.coloradosquaredance.com">www.coloradosquaredance.com</a> (Colorado State Square Dance Association)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Students will demonstrate ability to recreate and improvise a movement phrase alone and with a partner, and select a movement starting point from a specific folk dance. Teachers may use an observational checklist or rubric to evaluate. <a href="http://www.docstoc.com/docs/107427544/Rubric-for-Folk-Dance">http://www.docstoc.com/docs/107427544/Rubric-for-Folk-Dance</a> (Folk Dance rubric example) <a href="http://www.louisianovoices.org/Unit6/edu_unit6w_mov_to_msc_rubric.html">http://www.louisianovoices.org/Unit6/edu_unit6w_mov_to_msc_rubric.html</a> (Moving to Music rubric example)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Visual cue cards for position statement <a href="http://www.flashcardmachine.com/dance.html">http://www.flashcardmachine.com/dance.html</a> (variety of dance flash card sets)	Students may describe their dance position using opposites while performing movements (I am down, up, right, left)
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may add more variety of choreography (e.g. additional 24 counts of a more challenging variation to incorporate communication & collaboration)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Strategies to memorize a dance work</li> <li>Examples of ways observation assists to refine a movement phrase</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Perform simple dance studies</li> </ul>	
<b>Critical Language:</b>	Patterns in movement phrases, performance practice, Identify, describe, practice, perform, balance, transfer of balance, speed, tempo, gesture, patterns, folk dance step terms	

**Learning Experiences # 9 –11**  
**Instructional Timeframe: Week 7**

<b>Learning Experience # 8</b>	
(Post Performance Task) Teacher may model performance reflection so that students can understand the significance of self-evaluation and its relationship to the creative process.	
<b>Generalization Connection(s):</b>	Traditions can provide the origin for movements that are unique to particular cultures

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Teacher Resources:</b>	Video of student square dance performance	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	<p>Students will self-assess their dance performance by using a performance/analysis rubric  <a href="http://www.docstoc.com/docs/107427544/Rubric-for-Folk-Dance">http://www.docstoc.com/docs/107427544/Rubric-for-Folk-Dance</a> (Folk Dance rubric example)  <a href="http://www.louisianavoices.org/Unit6/edu_unit6w_mov_to_msc_rubric.html">http://www.louisianavoices.org/Unit6/edu_unit6w_mov_to_msc_rubric.html</a> (Moving to Music rubric example)  <i>And:</i>                      Students will respond to at least the following prompts: “What was the most challenging/rewarding aspect of learning the folk dance?” “What would you say to a new student/visitor that does not know about folk dancing about this experience?” “Can you think of a dance you have seen recently that reminds you of this dance experience?”  <a href="http://www.crystalhoffman.com/writing-pages-for-kindergarten">http://www.crystalhoffman.com/writing-pages-for-kindergarten</a> (Blank template with space for illustration and writing.)</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.edutopia.org/project-learning-teaching-strategies">http://www.edutopia.org/project-learning-teaching-strategies</a> (Edutopia Ten Steps to Better Student Engagement)	Students may offer critiques verbally or through demonstration or pictures
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Examples of ways observation assists to refine a movement phrase</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Select movement for the phrase that has meaning and relevance to the idea or stimuli.</li> <li>• Evaluate success of performance</li> <li>• Reflect on the creative process</li> </ul>	
<b>Critical Language:</b>	Space/Time/Energy, expressions, traditions, culture, gestures, fluidity, reasoning	

<b>Learning Experience # 9</b>	
(Post Performance Task) Teacher may lead a discussion, which compares and contrasts square dance during Oregon Trail era and contemporary country dance in today’s culture, so that students can make a connection of the origins of movement handed down from traditional to contemporary.	
<b>Generalization Connection(s):</b>	Cultural dances make a direct statement about traditional values
<b>Teacher Resources:</b>	<a href="http://www.youtube.com/watch?v=ROXQ_oNpMTo">http://www.youtube.com/watch?v=ROXQ_oNpMTo</a> (RAD Character Steps) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=folk+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=folk+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Folk dance images) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=folk+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=folk+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Folk dancing images)

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	<p><a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dancing&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dancing images)</p> <p><a href="http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=square+dance&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Square dance images)</p> <p><a href="http://www.youtube.com/watch?v=TygmMPbwfj">http://www.youtube.com/watch?v=TygmMPbwfj</a> (Seven Brides for Seven Brothers Barn Dance Sequence)</p> <p><a href="http://www.youtube.com/watch?v=p_nCY1wrbU">http://www.youtube.com/watch?v=p_nCY1wrbU</a> (A Square Dance Demonstration of kids performing in costume)</p> <p><a href="http://www.videosquaredancelessons.com">http://www.videosquaredancelessons.com</a> (Square dance lesson plan)</p> <p><a href="http://www.coloradosquaredance.com">www.coloradosquaredance.com</a> (Colorado State Square Dance Association)</p> <p><a href="http://www.centralhome.com/ballroomcountry/social_dancing.htm">http://www.centralhome.com/ballroomcountry/social_dancing.htm</a> (Social dancing)</p> <p><a href="http://www.americanantiquarian.org/Exhibitions/Dance/types.htm">http://www.americanantiquarian.org/Exhibitions/Dance/types.htm</a> (Social dancing)</p>	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	<p>Students will participate in a short performance of a simple phrase from a country line dance. Students will then complete a compare and contrast graphic organizer analyzing the similarities and differences between square dance and contemporary country line dances.</p> <p><a href="http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf">http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf</a> (Thinking map for comparing/contrasting)</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.smekenseducation.com/strategies-to-teach-compare-contrast.html">http://www.smekenseducation.com/strategies-to-teach-compare-contrast.html</a></p> <p><a href="http://www.readingrockets.org/article/40005/">http://www.readingrockets.org/article/40005/</a></p> <p><a href="http://beyondpenguins.ehe.osu.edu/issue/a-sense-of-place/activities-for-identifying-similarities-and-differences">http://beyondpenguins.ehe.osu.edu/issue/a-sense-of-place/activities-for-identifying-similarities-and-differences</a></p> (Strategies for teaching Compare and Contrast)	<p>Students may offer comparisons verbally, through demonstration or through the use of images</p> <p>Students may complete a class compare and contrast chart</p>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.postermywall.com/index.php/p/classroom-posters">http://www.postermywall.com/index.php/p/classroom-posters</a></p> (Free classroom poster creator)	<p>Students may create a poster depicting the different dances, steps, comparison to country dances etc.</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Folk dances create original movement phrases</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Compare and contrast different dance steps</li> </ul>	
<b>Critical Language:</b>	Expressions, traditions, culture, similarities, differences, movement phrase, gestures, tempo, speed, style	