|  |  |  |  |
| --- | --- | --- | --- |
| **Content Area** | Dance | **Grade Level** | 3rd Grade |
| **Course Name/Course Code** |  |
| **Standard** | **Grade Level Expectations (GLE)** | **GLE Code** |
| 1. Movement, Technique, and Performance
 | 1. Perform dance phrases using dance elements and movement skills
 | DA09-GR.3-S.1-GLE.1 |
| 1. Perform dances from at least two different styles or genres
 | DA09-GR.3-S.1-GLE.2 |
| 1. Create, Compose, and Choreograph
 | 1. Create simple group dances
 | DA09-GR.3-S.2-GLE.1 |
| 1. Create a short dance using compositional elements
 | DA09-GR.3-S.2-GLE.2 |
| 1. Historical and Cultural Context
 | 1. Dance communicate cultural norms
 | DA09-GR.3-S.3-GLE.1 |
| 1. Recognize ideas and styles in major dance works
 | DA09-GR.3-S.3-GLE.2 |
| 1. Reflect, Connect, and Respond
 | 1. Compare and contrast the work of well-known choreographers
 | DA09-GR.3-S.4-GLE.1 |
| 1. Evaluate the functions of dance training and rehearsal as they contribute to a performance
 | DA09-GR.3-S.4-GLE.2 |
| **Colorado 21st 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. |
| **Unit Titles** | **Length of Unit/Contact Hours** | **Unit Number/Sequence** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Title** |  | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  |
| **Inquiry Questions (Engaging- Debatable):**  |  |
| **Unit Strands** |  |
| **Concepts** |  |

|  |  |
| --- | --- |
| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
|  |  |

|  |
| --- |
| **Critical Language:** 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: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  |  |
| **Academic Vocabulary:** |  |
| **Technical Vocabulary:** |  |