

Date: 12/7/2020	Subject: Dance I	Grade: 10 th – 11 th
Lesson Topic: Introduction to Bachata		Class/Group Size: 12 students
Instructional Location: Online Learning through Microsoft Teams		
I. Learning Objectives		
Central Focus of Lesson What social dances do you know? Do you know where they are from?		
Lesson Objective(s):	Standards Addressed:	
<p>Content Objectives: Students will be able to perform five (5) basic Bachata steps during the learning activity.</p> <p>Students will be able to collaborate to respond to the questions from the Family Feud activity.</p> <p>Language Objectives: Students will be able to reproduce information about the background of Bachata during the Jeopardy Game activity.</p>	<p>State: 1.1.12prof.Cn11 a. - <i>Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from which the dances originate.</i></p> <p>National: DA:Pr4.1.HSI b. - <i>Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.</i></p> <p>21st Century Skills: Work Creatively with Others - <i>Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.</i></p>	
Key Vocabulary: Dominican Bachata, Traditional Bachata, Bachata Moderna, Bachatango, Side to Side step, Forward and Back step, Box Step, Rebound step, Reverse step		
II. Lesson Consideration		
Prior Academic Learning and Prerequisite Skills	This lesson is an introduction to Bachata, in terms of this specific styles, students only bring their personal knowledge as prior learning. However, this lesson will build on students researching skills, teamwork skills, and learning movements from imitation.	
Misconceptions	A common misconception when learning any social dance is that social dances do not require technique. Some people, even in the dance world, believe that only western codified styles require technique and do not realize that all dance has a specific technique and should be instructed as such and given the same importance as western styles.	
III. Lesson Plan Details		
<p>Lesson Introduction – “Before”</p> <p>Part 1 – WELCOME *Project Introductory <i>PowerPoint</i> slide welcoming students and displaying the <i>Do Now</i>. Verbally welcome students to class. Say hello to each student individually as their cameras turn on. Write <i>Do Now</i> in <i>chat</i> as well.* <i>Do Now:</i> Open the following <i>Mentimeter</i> link: www.menti.com CODE: 15 55 01</p> <p>Part 2 – MENTIMETER *Ask students to state their knowledge and likes/dislikes about bachata using two mentimeter slides asking the following:</p> <ul style="list-style-type: none"> • Drag the Scale to Reflect your own situation: <ul style="list-style-type: none"> ○ I know a lot about Bachata ○ I enjoy Bachata music ○ I enjoy dancing Bachata • Where did Bachata originate? <ul style="list-style-type: none"> ○ Colombia ○ The Dominican Republic ○ Venezuela* 		<p>Number of Minutes</p> <p>20 MINS</p>

<p>Part 3 – GROUP JEOPARDY/FAMILY FEUD GAME</p> <p>*Explain to students the rules of the game using <i>PowerPoint</i> slide as visual support: You will have 8 minutes in your Groups. Whoever is not back in the General Meeting after 8 minutes will not participate. You can use any means to research the answers to the following questions. You must collaborate with your team members to find the answers. You must select a group representative to answer the questions during the game.</p> <p>Questions:</p> <ul style="list-style-type: none"> • When did it originate? • What is the dance’s characteristic rhythm? • Which are the four (4) Bachata Dance styles?* <p>*Tell students what they’re groups will be, open teams channels and call them in through the channels.* Students come back from their channels and participate in the game. Winning team receives extra credit. *Ask students if there are any lingering questions.*</p>		
<p>Learning Activities - “During”:</p> <p>Part 4 – LEARNING ACTIVITY</p> <p>*Ask students to establish a safe space to move in*</p> <p>*Teach 5 basic Bachata moves:</p> <ul style="list-style-type: none"> • Side to Side • Forwards and Back • Box Step • Rebound • Reverse <p>Ask for questions constantly. Make sure to watch them perform the move. Model from the front and from the back.*</p>		15 MINS
<p>Closure - “After”:</p> <p>Part 5 – EXIT SLIP</p> <p>Exit Slip: In the chat, write the names of the steps that you remember. *Say goodbye to students, ask them to remember the steps because they will be used for the rest of the week.*</p>		5 MINS
<p>Extension: Ask students to show the steps one by one in order to give them feedback.</p>		
<p>IV. Assessment</p>		
<p>Assessment Strategy #1</p>		
<p>Description of Assessment Strategy #1: GROUP <u>JEOPARDY/FAMILY FEUD GAME</u> – FORMAL, QUANTITATIVE ASSESSMENT</p> <p>Students will participate in a Jeopardy type game where they will be responsible for researching the answers to three specific questions in cooperative learning groups. They will then select a representative and the representative will play the game for the team.</p> <p>Questions (ANSWER KEY):</p> <ul style="list-style-type: none"> • When did it originate? 1962 	<p>Alignment with Objectives: Students will be able to reproduce information about the background of Bachata during the Jeopardy Game activity.</p> <p>Students will be responsible for researching the <u>background of Bachata</u>, they will then reproduce this <u>information</u> verbally when answering the questions of the game.</p>	
	<p>Evidence of Student Understanding: The questions students are researching have specific answers to them as shown in the answer key. Students will use the language specific to Bachata in order to get the answer right.</p>	

<ul style="list-style-type: none"> • What is the dance’s characteristic rhythm? 4/4, 1,2,3, and hip • Which are the four (4) Bachata Dance styles? Dominican, Traditional, Moderna, Bachatango 	<p>Student Feedback: Students will be given verbal feedback during their channels through guiding statements and questions.</p>
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Assessment Strategy #2	
<p>Description of Assessment Strategy #2: <u>LEARNING ACTIVITY</u> – INFORMAL, QUALITATIVE ASSESSMENT</p> <p>Students will follow a cued response teaching style to learn the following <u>basic Bachata steps</u>:</p> <ul style="list-style-type: none"> • Side to side • Forward and back • Box step • Rebound • Reverse 	<p>Alignment with Objectives: Students will be able to perform five (5) basic Bachata steps during the learning activity.</p> <p>After establishing the background of Bachata and the rhythm it follows. Students will apply this information when learning five basic moves of the style. They will perform side to side, forward and back, box step, rebound, and reverse.</p> <p>Evidence of Student Understanding: The teacher will be looking for students to distinguish what movements follows what name in their performances. It will also be asked for students to follow the established rhythm of bachata when performing the moves.</p> <p>Student Feedback: Students will receive oral feedback from the instructor during this assessment and will be expected to apply the feedback in their movement.</p>

V. Knowledge of Students

Building on Personal/Cultural/Community Assets: This lesson will develop students’ community assets by asking them to work together towards a common goal during the research process of their Jeopardy Game. Additionally, this lesson builds on personal assets by scaffolding independence. Students are not used to having to look for the information, they are simply given it most of the times. Moreover, this lesson will build on students’ personal and cultural assets given that the population in this school has a high percentage of Latinx students who dance social dances similar to Bachata in their own homes.

Grouping Strategies: The grouping in this lesson will be random in order to give all students an opportunity to work with classmates they have not collaborated with before.

Planned Supports: The **PowerPoint** will serve as a visual support for students who learn better reading the instructions than hearing them. Additionally, it will keep the sequencing and structure of the class. The **Mentimeter** will serve as a means for the teacher to assess students’ prior interest in the topic. The **chat** will serve to give students a place to select the link of the Do Now instead of having to look for it themselves. It is also always present for students who prefer to write over being verbal. The **cooperative learning** will provide a space for student instruction and peer modeling to clarify questions.

VI. Supporting Literacy Development through Language

Main Language Function: This lesson asks students to **reproduce** information orally when researching the background of Bachata for the Jeopardy Game.

Key Learning Task(s): The Jeopardy Game will not only ask students to do their own research, but it will also make students explore and **reproduce** genre specific terminology when conversing with their peers as well as when answering the questions during the game.

Additional Language Demands (i.e. syntax, vocabulary, discourse): The **vocabulary** students will be expected to utilize throughout this lesson is: **Dominican Bachata, Traditional Bachata, Bachata Moderna, Bachatango, Side to Side step, Forward and Back step, Box Step, Rebound step, Reverse step.** Student will use academic language **syntax** during the Jeopardy Game. Finally, students will utilize **discourse** when asking and answering questions about the basic Bachata steps.

Language Supports: The various instance of **cooperative learning** during this lesson give students an opportunity for oral discourse where they can apply their vocabulary words in the context in which they are meant to be applied on as well as justify their decisions.