

Deja Baret- Lesson Plans for Learning Segment

Lesson One

Date: 10/23/20	Subject: Dance	Grade: 10 th & 11 th
Lesson Topic: Exploring Global Issue Topics Through Choreography & Review of ORDER Critical Evaluation (Lesson One)		Class/Group Size: 24 students
Instructional Location: Middlesex County Vocational and Technical School/ Zoom		
I. Learning Objectives		
Central Focus of Lesson Students will be reflecting on research and developing ideas based on a global issue topic (the Black Lives Matter movement, Gender Equality and Women Empowerment, or the COVID-19 pandemic) to create choreography. Students will be analyzing choreographic parameters to determine how movement choices can align with their chosen topic.		
Lesson Objective(s):		Standards Addressed:
Content Objectives: <ol style="list-style-type: none"> Students will be able to identify an intention for choreography based on a global issue topic through the creation of mind maps. Students will be able to create choreography that portrays a global issue topic by making intentional choreographic choices while using 4 or more Laban effort actions, a high point (climax), and gestures. Language Objectives: <ol style="list-style-type: none"> Students will be able to explain their choreographic process and ways they used choreographic task parameters in order to portray a global issue topic. 		<i>NJ Student Learning Standards</i> 1.1.12adv.Cn10b: Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming. <i>National Core Arts Standards</i> DA:Cr2.1.IIIa: Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.
Key Vocabulary: Topic, Intention, Laban movement effort actions (Dab, Flick, Press, Wring, Float, Glide, Slash, Punch), Laban movement analysis effort qualities (Sudden, Sustained, Heavy, Light, Direct, Indirect, Bound, Free) High Point (Climax), Gestures, Observation, Reflection, Discussion, Evaluation, Recommendations for Revisions		
II. Lesson Consideration		
Prior Academic Learning and Prerequisite Skills	Prior to this lesson, students have been introduced to Larry Lavender’s ORDER Critical Evaluation process and practiced using it by analyzing dance videos online and going through each step, facilitated by the teacher. They have had experience analyzing dance and choreographing using the Laban movement analysis effort actions (Dab, Flick, Press, Wring, Float, Glide, Slash, Punch) and the Laban movement analysis effort qualities (Sustained, Sudden, Heavy, Light, Direct, Indirect, Free, Bound). In preparation for this lesson, students have also been placed together in groups to do research online on a specific topic they have chosen to focus on, such as the Black Lives Matter movement, Gender Equality & Women Empowerment, and the COVID-19 Pandemic.	
Misconceptions	Students may have difficulty working collaboratively to translate their ideas into movement, which will be addressed through individualized feedback from the teacher for each group. Students may also find it challenging to provide verbal or written descriptions of their choreography due to a general confusion or misunderstanding of content- specific vocabulary, such as the Laban movement effort actions. The teacher will support students by providing them with guiding questions or ideas to influence their writing, as well as allowing students to reference their Laban movement effort charts for vocabulary.	
III. Lesson Plan Details		
Lesson Introduction – “Before”		Number of Minutes
Do Now: Mind Maps <ul style="list-style-type: none"> The teacher will display a Google slides presentation for the class. The first slide displayed will show the instructions for the “Do Now” activity. For the “Do Now,” students will be instructed to use their research notes from the previous class on their specific global issue topic (the Black Lives Matter movement, Gender Equality & Women Empowerment, or the COVID-19 Pandemic) to develop mind maps in collaboration with their group members. Students will be told to use the mind maps to identify and outline specific ideas in their research as well as thoughts, feelings, and emotions invoked for them while researching. The teacher will provide a picture example of what the mind map should look like and display it within the presentation. The teacher will explain how the center circle should identify their global issue topic title and the other circles should highlight specific ideas or facts from their research. Stemming off of those circles, the rest of the circles should consist of thoughts, feelings, and emotions that may have come up for them during their research on that specific idea. Students will be told they have 10 minutes to complete this task. 		Approximately 15 minutes

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<p>As students are choreographing, the teacher will speak with every group to check in on what they have created so far. The teacher will ask students:</p> <p>(1) How is your process so far? (2) What is your group working on right now?</p>	<p>a global issue topic through the creation of mind maps, and students will be able to create choreography that portrays a global issue topic by making intentional choreographic choices while using 4 or more Laban effort actions, a high point (climax), and gestures. Through the choreographic process, students will be making connections between their mind maps and choreographic parameters to begin making a dance that conveys their chosen topic. As the teacher checks in with student, they will describe what they have identified and created thus far.</p> <p>Evidence of Student Understanding: Student understanding will be evident through discourse between the teacher and students. Students will explain their global issue topic and intention for their choreographic work, as well as how this information is informing their choreographic process.</p> <p>Student Feedback: The teacher will give verbal feedback by asking students to cite specific examples of their intention is behind choreographic choices. Depending on their verbal responses, the teacher may provide suggestions for how they can move forward. For example, the teacher may recommend that students make more connections with the Laban effort charts and their mind maps to help further inform their intention behind choreography.</p>
<p>Assessment Strategy #2</p>	
<p>Description of Assessment Strategy #2:</p> <p>Exit Slip</p> <p>In their journals, students will provide written responses to the following questions:</p> <p>(1) What is your topic for your choreography? (2) How have you been using your topic and intention to influence your choreographic choices so far? (3) What do you think can be revised so far to strengthen your choreography?</p>	<p>Alignment with Objectives: This assessment is aligned with language objective two- students will be able to explain their choreographic process through the use of choreographic task parameters in order to portray a global issue topic. For this assessment, students will be reflecting upon ways in which they began implementing intentional choices while using 4 or more Laban movement analysis effort actions, a high point (climax), and gestures, as well as what they may consider revising with their group in the next class.</p> <p>Evidence of Student Understanding: Student understanding will be evident within students' written responses that they submit on Google classroom. Students will explain how their global issue topic and intention influenced their choreographic choices thus far. Additionally, they will further describe what parts of their choreography they may want to revise moving forward and why.</p> <p>Student Feedback: Written feedback will be provided to students on Google classroom once they have submitted their work online. The teacher may also give students additional suggestions based on the individualized responses they submit.</p>
<p>V. Knowledge of Students</p>	
<p>Building on Personal/Cultural/Community Assets: This lesson builds upon personal and community assets by having students work collaboratively to create choreography that conveys a message about a global issue topic that resonates with them personally. Additionally, the lesson builds upon cultural assets by having students do research and creative work on topics/ issues that are prominent within current events, such as the Black Lives Matter movement, Gender Equality & Women Empowerment, and the COVID- 19 pandemic.</p>	
<p>Grouping Strategies: Students are grouped based on their current learning environment and what topics they were most interested in choreographing about. In the beginning of the year, students were asked what topics they wanted to make dance about this year, which was documented by the teacher. The teacher took the three most popular topics (the Black Lives Matter movement, Gender Equality/ Women Empowerment, and the COVID- 19 Pandemic) and created a poll for the students to vote on. students were prompted to vote on which topic they wanted to make choreography about for this lesson. Using this information, the teacher grouped students based on commonalities in learning environments (virtual or in- person) and the topics that students voted on.</p>	
<p>Planned Supports: The planned support for this lesson includes the Google slides presentation, which will be used to display all task instructions throughout the lesson.</p>	
<p>VI. Supporting Literacy Development through Language</p>	
<p>Main Language Function: The main language function for the learning segment is evaluate. Within the lesson, students will identify that will be used to create choreography that will be evaluated throughout the learning segment. Students are prompted to evaluate during choreography check- ins, for the teacher asks students how their movement choices correlate with their topic so far. Students will explain their choreographic process by giving examples of how they used choreography task parameters to portray ideas relating to their global issue topic. In order for students to to revise their choreography in the following lessons, they must begin evaluating by making connections to their global issue topic and the choreographic parameters (4 or more Laban movement analysis effort actions, a high point/ climax, and gestures in their Exit Slips to clarify the intention for their work.</p>	
<p>Key Learning Task(s): The key learning task in this lesson is the choreographic process. During this task, students will be creating while making connections to their global issue topic and choreographic parameters by referring back to their mind maps, a picture of the listed choreographic parameters, and their Laban movement analysis effort charts. The choreographic process in this lesson serves as a base that will ultimately influence the tasks and activities they will be doing in the following classes.</p>	
<p>Additional Language Demands (i.e. syntax, vocabulary, discourse): Content- specific vocabulary that will be verbally and physically used by the students during this lesson includes the Laban movement analysis effort actions (Dab, Flick, Press, Wring, Dab, Float, Slash, Punch), the</p>	

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Laban movement analysis effort qualities (Sudden, Sustained, Heavy, Light, Direct, Indirect, Bound, Free), high point/ climax, gestures, and intention. Using this vocabulary, students will **identify** their intention for choreography and begin **creating** movement. Discourse will be evident as the teacher does check-ins with the groups during their choreographic process. Discourse between the teacher and students will also be evident within the ending portion of class when the teacher prompts students to **recall** and describe the steps of ORDER Critical Evaluation.

Language Supports: The language supports for this lesson include the students' mind maps, a picture of the choreography task parameters, and Laban movement analysis effort charts. These resources will assist students through writing tasks and their choreographic process within the lesson.

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Lesson Two

Date: 10/27/20	Subject: Dance	Grade: 10 th & 11 th
Lesson Topic: ORDER Critical Evaluation: Self- Evaluation, Evaluation with Groups, and Revision (Lesson Two)		Class/Group Size: 24 students
Instructional Location: Middlesex County Vocational and Technical School/ Zoom		
I. Learning Objectives		
Central Focus of Lesson		
Students will use evaluation skills to individually and collaboratively analyze their choreography, determining what can be revised and/ or clarified to strengthen the connection between movement choices and intention behind choreography based on a global issue topic.		
Lesson Objective(s):		Standards Addressed:
Content Objectives: <ol style="list-style-type: none"> Students will be able to revise choreography that represents their global issue topic while incorporating 4 or more Laban movement analysis effort actions, a high point (climax), and gestures. Language Objectives: <ol style="list-style-type: none"> Students will be able to critique their choreography based on a global issue topic through the use of ORDER Critical Evaluation steps through a written ORDER Self- Evaluation worksheet and verbal discussion with group members. Students will be able to describe the reasoning for choreographic revisions as well as how they connect to their global issue topic through verbal and written responses on an Exit Slip. 		<i>NJ Student Learning Standards</i> 1.1.12adv.Re9a. Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and or cultural movement practice to formulate artistic expression. <i>National Core Arts Standards</i> DA:Cr3.1.IIIa: Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.
Key Vocabulary: Observation, Reflection, Discussion, Evaluation, Recommendations for Revision, Topic, Intention, Laban movement analysis effort actions (Dab, Flick, Press, Wring, Float, Glide, Slash, Punch), Laban movement analysis effort qualities (Sudden, Sustained, Heavy, Light, Direct, Indirect, Bound, Free), High Point (Climax), Gestures		
II. Lesson Consideration		
Prior Academic Learning and Prerequisite Skills	Prior to this lesson, students have created mind maps consisting of main ideas from their research that they will convey through their choreography. Using their word webs, students have begun choreographing a phrase to convey a message surrounding current events that resonate with them such as the Black Lives Matter movement, the COVID-19 pandemic, and Gender Equality & Women Empowerment. They have begun choreographing using four set parameters: (1) The choreography must be 32 counts or more (2) The choreography must include 4 or more Laban movement analysis effort actions (Dab, Flick, Press, Wring, Float, Glide, Slash, Punch) (3) The choreography must include a high point (climax) (4) The choreography must include a gesture, or gestures. Students have reviewed the steps of ORDER Critical Evaluation (Observation, Reflection, Discussion, Evaluation, Recommendations for Revision) and completed an Exit Slip that reflected on their choreographic process thus far.	
Misconceptions	Students may have difficulty choreographing while incorporating the Laban movement effort actions due to confusion on their qualities. Additionally, students may have a difficult time contributing to the ORDER Critical Evaluation process, specifically Evaluation and Recommendations for Revisions. The teacher will help students by verbally guiding them through their Laban movement analysis effort chart and providing guiding questions for the steps of ORDER Critical Evaluation with an ORDER Guiding Questions sheet.	
III. Lesson Plan Details		

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<p>Lesson Introduction – “Before”</p> <p>Do Now: ORDER Self- Evaluation Worksheet</p> <ul style="list-style-type: none"> - The teacher will display the Google slides presentation with the lesson’s content via Zoom. The presentation will show the “Do Now” instructions. - “Do Now” Instructions: Students will be told that they have 10 minutes to individually fill out an ORDER Self- Evaluation worksheet that reflects upon their choreography thus far. The worksheet will consist of each step of ORDER Critical Evaluation, except responses will be written instead of spoken verbally. - The students will be directed to their Google classroom website to gain access to the worksheet. They will be instructed to either write their responses on a piece of paper or type their responses on the document provided. Students will be further instructed to submit either a picture of their work or the completed document on Google classroom once they are finished. - The teacher will ask students if they have any questions. Once all questions are answered, students will begin filling out the worksheet. A timer will be kept by the teacher as students work and they will be notified of how much time is left to work. Additional time will be given if necessary. 	<p>Number of Minutes</p> <p>Approximately 15 minutes</p>
<p>Learning Activities - “During”:</p> <p>Discussion, Evaluation, and Recommendations for Revision with Groups</p> <ul style="list-style-type: none"> - Students will be given 10 minutes to go through the final three steps of ORDER Critical Evaluation (Discussion, Evaluation, Recommendation for Revision) with their group members. They will be reminded to use the process to critique their work to influence the revision process later in class. - The teacher will remind students to use their ORDER Self- Evaluation worksheet to assist in their responses as they go through each step. Additionally, they will be told to access the ORDER Critical Evaluation Guiding Questions sheet on Google classroom to guide them through each step. - The teacher will notify students to make sure everyone in their group has contributed ideas before moving forward into the next step as they use ORDER Critical Evaluation. - The teacher will ask students if there are any questions. Once all questions are answered, the teacher will tell in- person students to gather with their groups and Zoom students will be placed into break- out rooms. A timer will be used to keep track of the 10 minutes. As time passes, the teacher will give students verbal and digital cues to guide their process in the timed frame. Students will be prompted to return to the main Zoom session once time is up. - As students work in their groups, the teacher will check into break- out rooms and in- person groups to see if students have any questions, as well as provide groups with individualized feedback if necessary. <p>Revising Choreography</p> <ul style="list-style-type: none"> - Students will be instructed to continue working on their choreography by revising it with their group members once they all return from their group conversations. They will be encouraged to continue using their mind maps, picture of choreographic parameters, Laban movement analysis effort charts, and ORDER Self- Evaluation worksheets to assist their choreographic process. - The teacher will verbally clarify three components to think about as they enter their revision process: (1) Make sure that all revisions are done intentionally to strengthen the message behind your topic. Think about the intention behind usage of gestures, Laban movement effort actions, and a high point (climax). (2) Look back at your choreographic parameters to see what may be missing. How can you incorporate them into your choreography? How can you strengthen the ones you already used? (3) Collaborate with your group to make decisions and compromise on revisions. - The teacher will ask students if there are any questions. Once all questions are answered, students will be separated into their groups again either via break- out room or meeting with their peers in person. The teacher will check in with groups to ask them what revisions they are working on, how they made their decisions, and provide students with additional feedback if necessary. The teacher will use a timer throughout their revisions process and give students verbal and digital cues to guide their process in the timed frame. 	<p>Approximately 10 minutes</p> <p>Approximately 15 minutes</p>
<p>Closure - “After”:</p> <p>Exit Slip</p> <ul style="list-style-type: none"> - All students will return to the main session of Zoom and complete an Exit Slip which will be displayed on the Google Slides presentation. In their journals, students will answer the following questions: (1) What are (at least) two revisions that you and your group made to your dance? Why did your group decide to make these decisions? (2) Do you feel that this process helped strengthen your group’s choreography? Why/ why not? (3) What is most difficult for you when using ORDER Critical Evaluation? - Students will be told to submit their responses on Google Classroom for homework after they have completed writing their answers in their journals. - As students finish up their Exit Slip, the teacher will notify students to print out or write out the ORDER Critical Evaluation Worksheet that they will be using to observe other groups for the next class. The teacher will ask students if there are any additional questions before being dismissed. Once questions are answered, class will be dismissed. 	<p>Approximately 10 minutes</p>
<p>Extension: If time permits, the teacher will have students verbally share their responses on their Exit Slips and guide them through a brief discussion. This would allow for students to share their experiences self- evaluating and evaluating with their group members while using ORDER Critical Evaluation, further helping the teacher to assess what students may or may not understand.</p>	

IV. Assessment

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Assessment Strategy #1	
<p>ORDER Self- Evaluation Worksheet</p> <p>Students will use the five steps of ORDER Critical Evaluation (Observation, Reflection, Discussion, Evaluation, Recommendations for Revision) to self- evaluate their group’s choreography through written responses on a worksheet. Students will be given the option to either write their responses in their journals or type them onto the worksheet document. Students will submit this assignment on Google classroom once they have completed this task.</p>	<p>Alignment with Objectives: This assessment is aligned with language objective two- Students will be able to critique their choreography based on a global issue topic through the use of ORDER Critical Evaluation steps through a written ORDER Self- Evaluation worksheet and verbal discussion with group members. In this assessment, students will begin to self-evaluate and critique their group’s work and consider what aspects of the choreography may need revising based on the connection between their global issue topic and choreographic parameters (4 or more Laban movement analysis effort actions, a high point, and gestures).</p> <p>Evidence of Student Understanding: Evidence of student understanding will be shown within students’ responses on Google classroom. In their responses, students will critique their group’s choreography thus far by making connections to their group’s global issue topic and the intention behind choreographic choices. Students will be using dance- specific vocabulary within their responses, such as referencing the choreography task parameters Laban effort actions (Dab, Flick, Press, Wring, Float, Glide, Slash, Punch), high point (climax), and gestures. Within students’ responses, they will be evaluating the connect and disconnect between their global issue topic and choreographic parameters they have utilized thus far.</p> <p>Student Feedback: Written feedback will be given to students individually on Google classroom. The teacher may address what vocabulary is missing (in reference to the choreography task parameters) or suggest to students that they be more descriptive in their responses.</p>
Assessment Strategy #2	
<p>Description of Assessment Strategy #2:</p> <p>Exit Slip</p> <p>Students will be prompted to respond to three questions:</p> <ul style="list-style-type: none"> - (1) What are (at least) two revisions that you and your group made to your dance? Why did your group decide to make these decisions? - (2) Do you feel that this process helped strengthen your group’s choreography? Why/ why not? - (3) What is most difficult for you when using ORDER Critical Evaluation? <p>Students will write their answers in their journals during class and submit them on Google classroom.</p>	<p>Alignment with Objectives: This assessment is aligned with language objective three- Students will be able to describe the reasoning for choreographic revisions as well as how they connect to their global issue topic through discourse and written responses on an Exit Slip. In this assessment, students will be reflecting upon the choreographic process and experience using ORDER Critical Evaluation while responding to the questions given.</p> <p>Evidence of Student Understanding: Evidence of student understanding will be visible within students’ written responses that will be submitted on Google classroom. Within students’ responses, they will be reflecting upon and describing their experience using ORDER Critical Evaluation while referencing the choreography task parameters, their global issue topic, and the steps of ORDER Critical Evaluation.</p> <p>Student Feedback: Written feedback will be given to students based on their responses to each question. Students will write about their experiences using ORDER Critical Evaluation, and the teacher will provide written feedback on Google classroom that addresses any misconceptions or lingering questions.</p>
V. Knowledge of Students	
<p>Building on Personal/Cultural/Community Assets: This lesson builds upon personal and community assets by having students work individually and collaboratively to evaluate their choreography and make choreographic revisions with the steps of ORDER Critical Evaluation. Additionally, this lesson builds upon cultural assets by having students create choreographic works that relate to culturally relevant global issue topics such as the Black Lives Matter movement, the COVID- 19 pandemic, and Gender Equality & Women Empowerment. Students will build upon community assets by working collaboratively to develop choreography that connects to their personal ideas and experiences with today’s global issues.</p>	
<p>Grouping Strategies: Students are grouped depending on their learning environment (in- person or virtual). Additionally, students are grouped based off of a poll that was given to them. At the beginning of the year, students were asked what topics they wanted to explore this year. The teacher took the three most popular topics listed (the COVID-19 pandemic, the Black Lives Matter movement, and Gender Equality/ Women Empowerment) and had students vote on which topic they were most interested in making choreography about. Using this information, the teacher grouped students based on commonalities in their topic interests and current learning environment.</p>	
<p>Planned Supports: A Google Slides presentation will be provided for students so that they can read and follow instructions as they are being given verbally. Another planned support in the lesson is the Google classroom website, in which will be used to access class resources and submit assignments.</p>	
VI. Supporting Literacy Development through Language	

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Main Language Function: The main language function in this learning segment is **evaluate**. In this lesson, students will **critique** and **revise** choreography through the utilization of ORDER, closely **evaluating** movement to make revisions. students will be able to **describe** the reasoning behind choreographic revisions and how their global issue topic and usage of 4 or more Laban movement analysis effort actions, a high point (climax), and gestures are connecting. These descriptions will be reflective of the students' **evaluation** process, elaborating upon the **evaluation** of movement choices in alignment to a global issue topic. Additionally, students further reflect upon their experience using ORDER Critical Evaluation individually and collaboratively. This part of the lesson is necessary for students to make clarifications about their choreographic revisions so they can perform their work and receive feedback in the next lesson.

Key Learning Task(s): The key learning task in this learning segment is when students verbally do Discussion, Evaluation, and Recommendations for Revision with their group members. These three steps are crucial in the students' choreography process, for it further helps them to learn how to evaluate dance, apply revisions, describe dance, and discover ways to give themselves and others feedback on choreography. This task is ideal for helping students to utilize dance- specific vocabulary when describing dance and discovering how to convey an idea while considering choreography task parameters.

Additional Language Demands (i.e. syntax, vocabulary, discourse): The syntax of this lesson is evident within students' ORDER Self-Evaluation sheet and Exit Slip, in which students used Laban movement analysis effort actions and other choreographic parameters to describe their choreography. The vocabulary is present throughout the entirety of the class, but mostly during individual and collaborative ORDER Self- Evaluation. Specific vocabulary that will be verbally and physically used by the students during this lesson includes the Laban movement analysis effort actions (Dab, Flick, Press, Wring, Dab, Float, Slash, Punch), the Laban movement analysis effort qualities (Sudden, Sustained, Heavy, Light, Direct, Indirect, Bound, Free), high point/ climax, gestures, and intention. This vocabulary will be utilized as students **critique** and **revise** their choreography, for it must be referenced to complete the lesson's tasks. Vocabulary will also be utilized by students as they **describe** the reasoning for choreographic revisions both during the choreographic process and as they complete the written Exit Slip. Discourse will be evident through students' discussions while using the final 3 steps of ORDER Critical Evaluation and making revisions to their choreography. Other examples of discourse present in this class include moments where the teacher does brief check- ins with groups as they are working on the final 3 steps of ORDER Critical Evaluation and revisions of choreography.

Language Supports: The language supports in this lesson include the students' Laban movement effort charts, mind maps, picture of choreography task parameters, and their ORDER Guiding Questions sheet. All of these supports assist students in choreographing and describing choreography.

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Lesson Three

Date: 10/29/20	Subject: Dance	Grade: 10th & 11th
Lesson Topic: ORDER Critical Evaluation: Peer Feedback and Revision/ Observation Day (Lesson Three)		Class/Group Size: 24 students
Instructional Location: Middlesex County Vocational and Technical School/ Zoom		
I. Learning Objectives		
<p>Central Focus of Lesson</p> <p>The central focus of this lesson is for students to use evaluation skills from ORDER Critical Evaluation to give and receive feedback that will assist in the revision process. Through various tasks in the lesson, students will analyze the connections between global issue topics and choreographic choices through written and verbal descriptions of dance.</p>		
Lesson Objective(s):		Standards Addressed:
<p>Content Objectives:</p> <ol style="list-style-type: none"> Students will be able to evaluate another group’s choreography through verbal feedback by using the steps of ORDER Critical Evaluation to reference the utilization of 4 or more Laban movement analysis effort actions, a high point (climax), and gestures in correlation with a global issue topic. Students will be able to apply choreographic revisions to develop connections to their global issue topic and choreographic task parameters in a collaborative group. <p>Language Objectives:</p> <ol style="list-style-type: none"> Students will be able to justify choices made in the choreographic process using ORDER Critical Evaluation by making connections to a global issue topic and utilizing 4 or more Laban movement analysis effort actions, a high point (climax), and gestures verbally and in writing. Students will be able to compare their experiences self- evaluating, evaluating with their group, and being evaluated with ORDER Critical Evaluation by writing their reflections through a short essay prompt. 		<p><i>NJ Student Learning Standards</i></p> <p>1.1.12adv.Cr3a: Refine the artistic intent of a dance by manipulating choreographic devices, dance structures, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent.</p> <p><i>National Core Arts Standards</i></p> <p>DA:Cr1.1.IIIb: Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.</p>
<p>Key Vocabulary: Observation, Reflection, Discussion, Evaluation, Revision, Topic, Intention, Laban movement analysis effort actions (Dab, Flick, Press, Wring, Float, Glide, Slash, Punch), Laban movement analysis effort qualities (Sudden, Sustained, Heavy, Light, Direct, Indirect, Bound, Free), High Point (Climax), Gestures</p>		
II. Lesson Consideration		
Prior Academic Learning and Prerequisite Skills	<p>Prior to this lesson, students collaboratively worked together to continue choreographing a phrase inspired by a global issue topic while using set parameters such as (1) The choreography must be 32 counts or more (2) The choreography must clearly include 4 or more Laban movement analysis effort actions (Dab, Flick, Press, Wring, Float, Glide, Slash, Punch) (3) The choreography must include a high point (4) The choreography must include a gesture(s). Students also collaboratively self-evaluated their choreography by completing an ORDER Self- Evaluation worksheet which later was used to go through three steps of ORDER Critical Evaluation (Discussion, Evaluation, and Recommendations for Revision) and their first revision process. Students additionally reflected on their work by completing an Exit Slip describing what revisions they made and what their experience with ORDER Critical Evaluation has been like so far.</p>	
Misconceptions	<p>One misconception may be that students are unsure how to give one another feedback in fear that they may be offending their peers. This will be addressed by explaining to students that the ORDER Critical Evaluation process is meant to provide helpful ideas and insight from an audience perspective to strengthen their work. Additionally, students will be reminded to refer to their ORDER Critical Evaluation Guiding Questions sheet for assistance on how to give feedback to their peers.</p>	
III. Lesson Plan Details		

Deja Baret- Lesson Plans for Learning Segment

<p>Lesson Introduction – “Before”</p> <p>Do Now</p> <ul style="list-style-type: none"> - The teacher will display the Google slides presentation consisting of instructions for this lesson’s learning activities. - Students will be given a “Do Now” in which they will be instructed to gather with their groups for 7 minutes to review the choreography they created thus far. The teacher will remind students to utilize the time for finalizing choreographic choices, making sure they used all choreographic parameters (4 or more Laban movement analysis effort actions, a high point, and gestures), and reviewing choreography for those who may have been absent in the last class. Students will also be instructed to refer back to their mind maps and Laban movement analysis effort charts if needed. - Students who are in- person will gather with their group members and students learning virtually will be separated into break- out rooms by the teacher. - The teacher will begin a timer to keep track of the 7 minutes. The teacher will also give students verbal and digital cues to guide their process in the timed frame. Additional time may be granted if necessary. 	<p>Number of Minutes</p> <p>Approximately 10 minutes</p>
<p>Learning Activities - “During”:</p> <p>ORDER Critical Evaluation with Groups: Peer Feedback</p> <ul style="list-style-type: none"> - The teacher will close all break- out rooms and verbally call for attention to in- person students so they can gather to view the next activity’s instructions in the presentation. - The teacher will display the instructions for ORDER Group Critical Evaluations, restating that today’s class will consist of partnering with another group and evaluating their choreographic work. The teacher will verbally describe the instructions as they are displayed on the screen. - The instructions displayed are as follows: <ul style="list-style-type: none"> - Get into break- out rooms/ in person groups. - Pull out your ORDER Guiding Questions sheet. - Choose 1 person to be the facilitator for each group - One group will perform their work and the other will watch. Once they are done performing, the observing group will go through ORDER Critical Evaluation process. The facilitator will check in to ensure all observers contributed ideas to initiate the next step. Use the ORDER Critical Evaluation Guiding Questions sheet to help you through each step. - Access the ORDER Critical Evaluation Checklist on Google classroom. Check off each step that has been completed and document notes of what was discussed or thought about during each step. Complete the checklist by writing in your journals or typing on the virtual document. Submit the work on Google classroom when the ORDER Critical Evaluation process is completed. - The teacher will further describe the roles of observing groups, performing groups, and facilitators. Students will be told that the observing group will observe the choreography, reflect on the choreography by taking brief notes, then engage in Discussion, Evaluation, and Recommendations for Revision. Students will be informed to use their ORDER Critical Evaluation Guiding Questions sheet to assist them throughout every step, as well as being sure to evaluate the choreographic parameters in correlation to the global issue topic and intention for choreographic choices. For the performer role, students will be reminded to perform to their fullest potential and to maintain an open, positive mind while receiving feedback. Lastly, all groups will be told to collaboratively determine who the facilitator of their group will be. The facilitators will be in charge of initiating each step and ensuring that every person in the observing group shares a verbal response during each step. - Students will be given 20 minutes to complete this task, allowing 10 minutes for each group to present and receive feedback. As students go through this process, the teacher will watch all groups to check their progress and provide feedback if necessary. - The teacher will ask students if there are any questions. Once all questions are answered, the teacher will display the students’ names and what groups they are in on the Google slides presentation. Students will then be paired up and split off into their bigger groups and break- out rooms to begin working. - The teacher will set a timer for 20 minutes and give students verbal and digital cues to guide their process in the timed frame. 	<p>Approximately 20 minutes</p>
<p>Revisions</p> <ul style="list-style-type: none"> - The teacher will end all break- out rooms and verbally call everyone’s attention to the screen to see the next activity’s instructions via Google slides presentation. - Students will be given 10 minutes to apply any revisions that their peers recommended to them during ORDER Critical Evaluation. Students will be reminded to self- assess their performance by referencing their pictures of the listed choreographic parameters. The teacher will display the list on the screen one last time so that students can write it out or take a picture if they do not have one already. - The teacher will ask students if they have any questions. Once all questions are answered, virtual students will be placed back into their break- out rooms and in- person students will gather with their group members. - The teacher will set a 10- minute timer and give students verbal and digital cues to guide their process in the timed frame. 	<p>Approximately 10 minutes</p>

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<p>ORDER Critical Evaluation Short Essay</p> <p>Students will be instructed to write a 2- 3 paragraph response to the following questions:</p> <p>(1) Prior to using ORDER Critical Evaluation, how did you start developing your choreography? (2) How did ORDER Self- Evaluation influence your first revision process? (3) How did ORDER Critical Evaluation with another group influence your second revision process?</p>	<p>This assessment aligns with both language objectives- students will be able to justify choices made in the choreographic process while using ORDER Critical Evaluation by making connections to a global issue topic and the utilization of 4 or more Laban movement analysis effort actions, a high point (climax), and gestures verbally and in writing. Additionally, students will be able to compare their experiences self-evaluating, evaluating with their group, and being evaluated with ORDER Critical Evaluation by writing their reflections through a short essay prompt. Within students written responses, they will make connections between choreographic choices and their global issue topic while also comparing how self- evaluation and peer feedback assisted their choreography.</p> <p>Evidence of Student Understanding: Evidence of students understanding will be visible through students' written responses. For each response, students will be utilizing vocabulary that references the choreographic parameters, supporting responses with evidence from their choreographic process, and making connections between revision decisions and their global issue topic.</p> <p>Student Feedback: Students will receive feedback for this assessment on a rubric posted on Google classroom, given by the teacher. This rubric will grade students based on their usage of vocabulary, evidence and support, and making connections in their written responses. Students will additionally be given written feedback underneath the rubric.</p>
<p>V. Knowledge of Students</p>	
<p>Building on Personal/Cultural/Community Assets: This lesson builds upon personal assets by allowing students to refer back to research and mind maps they developed on a particular topic as tools to express their thoughts through movement. Students have the opportunity to relate to their topics on a personal level, as each student got to choose what topic they wanted to portray through choreography. This lesson additionally builds upon cultural assets through the incorporation of relevant topics today, such as the COVID-19 pandemic, the Black Lives Matter movement, and Gender Equality/ Women Empowerment. This lesson also builds upon community assets by having students work collaboratively to develop movement relative to their experiences of global issues in current times.</p>	
<p>Grouping Strategies: Students are grouped based on their current learning environment and topics that they chose to create dance about. At the beginning of the year, students were asked what topics they wanted to explore through choreography this year. The teacher took the three most popular topics listed (the COVID-19 pandemic, the Black Lives Matter movement, and Gender Equality & Women Empowerment) and had students vote on which topic they were most interested in making choreography about for this learning segment. Using this information, the teacher formed students' groups accordingly. Furthermore, groupings for the ORDER Critical Evaluation process are arranged so that students could observe groups that are covering different topics from them.</p>	
<p>Planned Supports: One planned support within this lesson is the Google slides presentation in which displays all task instructions, grouping of students, and a checklist of their choreographic task parameters.</p>	
<p>VI. Supporting Literacy Development through Language</p>	
<p>Main Language Function: The main language function is evaluate. Students will use the main language function to evaluate another group's work while using the steps of ORDER Critical Evaluation. Using feedback from evaluations, students will then apply choreographic revisions that were recommended or suggested by their peer feedback group. Students will reflect upon their experiences evaluating as they write an essay that justifies choices made in the choreographic process and compares their experiences evaluating themselves and another group.</p>	
<p>Key Learning Task(s): The two key learning tasks within this lesson are the ORDER Critical Evaluation Feedback Groups and the students' choreography presentation. During ORDER Critical Evaluation, students will be evaluating another groups's choreography through verbal discussion that utilizes vocabulary from the choreographic parameters, steps of ORDER Critical Evaluation, and global issue topics. As students engage in this process, they will both receive and provide feedback that helps them discover ways to revise their choreography in efforts to strengthen intentional choreographic choices. The choreography presentation, on the other hand, will prompt students to verbally justify the choreographic revisions they applied and compare their experiences self- evaluating and being evaluated by another group. The presentation will call on students to both perform their choreography and talk about their work with the teacher and the rest of the class.</p>	
<p>Additional Language Demands (i.e. syntax, vocabulary, discourse): Specific vocabulary that will be verbally and physically used by the students during this lesson includes the steps of ORDER Critical Evaluation (Observation, Reflection, Discussion, Evaluation, Recommendations for Revision), Laban movement analysis effort actions (Dab, Flick, Press, Wring, Dab, Float, Slash, Punch), the Laban movement analysis effort qualities (Sudden, Sustained, Heavy, Light, Direct, Indirect, Bound, Free), high point/ climax, gestures, and intention. Discourse between students will be evident within the ORDER Critical Evaluation feedback groups, in which students will be giving and receiving verbal feedback on their choreography. Additionally, discourse will be evident through the students' final revision process, for they will be discussing ways to revise and finalize their choreography. Lastly, discourse between the teacher and students will be evident through the students' choreography presentations. Syntax will be applied as students complete their ORDER Critical Evaluation essays at the end of the learning segment, using vocabulary and personal experience to write responses to prompts.</p>	
<p>Language Supports: One of the language supports within this lesson includes the ORDER Critical Evaluation Guiding Questions sheet in which provides students with a list of the ORDER Critical Evaluation steps and questions for each step that may guide their responses. Another language support in this lesson is the ORDER Critical Evaluation checklist that students will be using during their feedback session. Using the checklist, students will be utilizing vocabulary by taking brief notes of what was discussed or thought about during each step of the ORDER Critical Evaluation process. Additional language supports include their Laban movement analysis effort charts, mind maps, and picture of the choreographic task parameters that are used as a reference while revising choreography.</p>	