



Dance 1 - MYP

Teacher Name: Mrs. (Mariah) Johnson

Pronouns: She/her/hers

Office Hours: By request

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Course Overview:

This course is open to any 9th-12th grade student and has a concentration on movement fundamentals through the dance elements of body, action, time, space and energy. The intent is to give students an awareness and reverence for the physical body and its athletic and expressive capabilities. Students experience these elements through a variety of dance styles and genres. Introductory elements of dance choreography and performance are also included.

Grading

80% Summative (movement studies/shares and reflective writing)

20% Formative (daily active learning, work sheets, discussions)

Physical Work

Be prepared to fully and actively participate in all aspects of this course, including discussion, projects, presentations, and movement experiences. You may be challenged to try new things, however, all students are expected to keep an open mind. You earn 2 points a day for active learning.

Inclusion Practices

It is my intention that students from all diverse backgrounds and perspectives be well served by this course. The diversity that each student brings to this class will be viewed as a strength, benefit and resource. I want to make sure that students' learning needs are addressed both in and out of class. Please let me know ways to improve the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Units of Study:

Please note the schedule may be altered to better accommodate the class. Changes will be announced as needed.

Quarter 1

Unit 1: You Can Dance (Introduction to Dance Foundations)

Activities: Introductions, Community Building, BASTE Element Exploration, Social Dances, Improvisation

Summative Assessment: BASTE Movement Study



Roosevelt High School



Unit 2: The Bees Knees...American Pop Culture

Activities: Big Apple, Jazz, Swing, Hip Hop, and Tap, historical and contemporary understanding and observation

Summative Assessment: Create an original movement sequence, demonstrate techniques and movement sequencing

Quarter 2

Unit 3: From Tradition to Rebellion (Ballet and American Modern Dance)

Activities: Ballet and Modern Technique, historical and contemporary understanding and observation

Summative Assessment: Modern Manipulation Study, Ballet Sequence Demonstration, Critical Response

Unit 4: Dance Investigation (Exploring our own interests, sharing our knowledge and broadening our lens of dance)

Activities: Expanding our understanding of dance as a global art form, understanding culture and tradition through dance

Summative Assessment: Research and presentation of a dance genre of student's choice.

[RHS Academic Honesty Policy](#)

What does Academic Honesty mean?

Respecting and acknowledging the intellectual property of others, including other people's ideas, words, graphs, diagrams, charts and pictures, photographs, works of music, art or literature. Acknowledging all used sources. It is acceptable to include words, ideas, data, diagrams, tables, graphs, film clips and pictures from books and online sources in assignments. Students must always credit where they have got the information used, both in the body of the written work and on the Works Cited page at the end, using the correct referencing format.

Student's Responsibility:

- Read and understand the Academic Honesty Policy.
- Students genuinely attempt formative work, with the work or ideas of others fully and correctly acknowledged through correct use of citations, and understand that it is an opportunity to receive feedback on their learning and make plans for improvement.
- Ensure that summative assessment work is authentically their own, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines.
- Understand the definitions of what is considered academic dishonesty.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
- Talk to teachers when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress.
- Report malpractice and help cultivate a culture of academic honesty at their school.

Violation Procedures: First infractions (violations) will be handled by your teacher, subsequent infractions of the policy will involve working with a dean and possibly a counselor or coordinator of a program.