

Sample Student Learning Goal

Content Area: Dance

Grade Level(s): 9th and 10th Grade

Specific Context	This is a heterogeneous group of twelve 9 th and 10 th grade students who have elected to take dance as an arts class. The class is very diverse in both technical and academic ability.
Content	Dance: Level II class <i>Target CSOs:</i> D.O.LII.6.01 (Create and perform a dance phrase containing three to five elements of choreography) and D.O.LII.6.02 (Create and perform a dance phrase using at least two choreographic principles).
Baseline Data	In a performance-based setting, the general student population has a limited understanding of choreographic principles. During the first week of class, students completed the task of comparing and contrasting two texts (pieces of choreography) on gestures through expository writing. Using a rubric to score the informative/explanatory writing, this preliminary assessment indicated that all (12) students' ability to understand and recognize choreographic elements was below mastery.
Goal	Students will be able to compare/contrast structure of two texts (pieces of choreography) on the same topic/movement motif. By the end of the 3 week lesson, all students (12 of 12) will be able to translate those structural understandings to movement and score 8 out of 10 on the Choreography Rubric.
Strategies for attaining the goal	<ul style="list-style-type: none">• Model the comparing/contrasting of two texts (pieces of choreography), the writing about them, and the generation for movement material through whole-group, shared, and collaborative lessons before the expectation of independent practice. • Facilitate the practice of students by having them write about the texts and providing feedback on their analysis and observations.

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	<ul style="list-style-type: none">• Have students use the Choreography Rubric while creating their movement phrases for self-assessment during the process.• Have students watch and share feedback on the movement phrases as they develop.
Collaboration	Students will collaboratively articulate their analysis in small groups and identify content-rich vocabulary and movement motifs to develop skills while developing knowledge. Arts teachers will collaborate with one another across disciplines to share, create and/or adapt rich tasks that require comparing and contrasting works of art.
Measures	<ul style="list-style-type: none">• Students will independently write a compare/contrast expository text in which two texts (pieces of choreography) are analyzed.• These writings will be reviewed and feedback will be provided to each student.• Students will then create and perform a short phrase based on their analysis.• These phrases will be measured using the Choreography Rubric.