

# Unit: Dance 9-10

Content Area: **Physical Education**  
Course(s): **Physical Education I, Physical Education II**  
Time Period: **2nd Marking Period**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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Participation in this dance unit enhances the motor skills of the students and integrates cultural and creative elements to their movement. The dance unit involves frequent physical activity that is rhythmic, repetitive, challenges the circulatory system and uses large muscle muscle groups. This unit is designed to increase the students' cardiorespiratory endurance and overall health as a life-time activity. This unit also promotes cooperative skills resulting in a more enjoyable and successful movement experience for all.

## Transfer

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Students will be able to independently use their learning to...

- continue participating in activities to benefit their physical, social, and mental well-being.
- demonstrate the importance of working together with other students to achieve a common goal.
- encourage them to participate in dance/ aerobic activities outside of the PE class.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand...

- how participating in rhythmic activities improves basic motor skills to help improve movement.
- individuals who understand the basic concepts of rhythmic sequences learn to move effectively and confidently and are more likely to participate in a variety of health enhancing forms of physical activity throughout life.
- individual success and enjoyment will come through group success.
- how participating in square dances, social dances, and line dances helps to improve health-related fitness components such as cardiorespiratory endurance and muscular endurance.

## **Essential Questions**

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Students will keep considering...

- How can participating in square dances, line dances, and social dances contribute to overall wellness?
- How can understanding movement concepts improve my skill performance?
- What does group cooperation and teamwork look like and how does it positively affect the success of the group?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- elements of rhythmic movement such as: time, tempo, direction, and space
- the explanation of 4 count, 6 count, 8 count, and 16 count movements
- head, side, partner, corner, and opposite positions in the square
- how to transition from one dance movement to the next to keep the flow of the dance
- basic square dance movements: circle, dos-sa-do, promenade, allemande left, left hand star, right hand star, promenade the right hand lady, ladies chain
- basic line dance movements: 4 count walk forward and back, grapevine right and left, "X" step, turn step

- basic social dance movements: side step, pass your partner by

### **Students will be skilled at...**

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Students will be skilled at...

- identifying and differentiating between 4, 6, 8, and 16 count movements
- performing the basic square dance movements: circle, dos-sa-do, promenade, allemande left, left hand star, right hand star, promenade the right hand lady, ladies chain
- performing the basic line dance movements: 4 count walk forward and back, grapevine right and left, "X" step, turn step
- performing the basic social dance movements: side step, pass your partner by

### **Academic Vocabulary**

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Partner

Corner

Opposite

Circle

Dos-sa-do

Allemande left

Promenade

Right hand star

Ladies chain

Promenade the right hand lady

X Step

Grapevine

### **Learning Goal 1**

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Demonstrate and perform various square dance movements in time with the music that reflect the students' knowledge and application of the basic movements.

- Demonstrate and perform various square dance movements in time with the music that reflect the students' knowledge and application of the basic movements.

HPE.2.5.12.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.12.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.12.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
HPE.2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.
HPE.2.6.12.A.CS1	Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

### **Target 1**

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Students will be able to perform the basic square dance movements in time with the music while transitioning from one movement to the next: circle, dos-sa-do, promenade, allemande left, left hand star.

- Students will be able to perform the basic square dance movements in time with the music while transitioning from one movement to the next: circle, dos-sa-do, promenade, allemande left, left hand star.

### **Target 2**

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Students will be able to perform the more advanced square dance movements in time with the music while transitioning from one movement to the next: right hand star, promenade the right hand lady, ladies chain, side step, pass your partner by.

- Students will be able to perform the more advanced square dance movements in time with the music while transitioning from one movement to the next: right hand star, promenade the right hand lady, ladies chain, side step, pass your partner by.

### **Target 3**

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Students will be able to perform the basic line dance and social dance movements in time with the music while transitioning from one movement to the next: 4 count walk forward and back, grapevine right and left, "X" step, turn step, side step.

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music while transitioning from one movement to the next: 4 count walk forward and back, grapevine right and left, "X" step, turn step, side step.

## **Learning Goal 2**

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Promote individual and group success while including good etiquette, cooperation, and teamwork.

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HPE.2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
HPE.2.5.12.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
HPE.2.5.12.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

## **Target 1**

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Students will be able to understand the importance of working together to perform the movements of each dance to completion.

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## **Target 2**

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Students will be able to demonstrate their understanding of importance of cooperation in the various dances by completing each dance successfully as a group.

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## **Target 3**

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Students will recognize the different skill levels of students in a group and understand the importance of working together to execute the various dances.

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## **Summative Assessment**

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- \* Skill Performance
  - > Teacher Observation
  - > Skill Checklist
- \* Participation Performance
  - > Teacher Observation
  - > Self and Peer assessments
- \* Written Assessment
  - > Open-ended questions

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Formative Assessment and Performance Opportunities**

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During instruction and performance:

- Teacher observation
- Class participation
- Skill performance
- Self and peer assessments
- Open-ended questions

## **Differentiation/Enrichment**

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Each student is provided an opportunity to be successful through the use of monitoring, repetition, and

practice.

### **Unit Resources**

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\* Square dance music: Lovin' You, Magic Trumpet, Cashews, Caberet

\* Social dance music: Kinda Polka

\* Line dance music: Baby likes to rock it, Cha-Cha Slide