

Unit: Dance 11-12

Content Area: **Physical Education**
Course(s): **Physical Education III, Physical Education IV**
Time Period: **2nd Marking Period**
Length: **4 Weeks**
Status: **Published**

Unit Overview

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 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

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.

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

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

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

Students will keep considering...

- How can participating in square dances, line dances, and social dances contribute to overall wellness and promote lifetime fitness?
- How they can critique how each movement concept can be made more efficient to improve the dance?
- How they can assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of each dance?

Application of Knowledge and Skill

Students will know...

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- 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 across
- advanced square dance moves: star promenade, grand right and left, ladies chain right and left
- basic line dance movements: 4 count walk forward and back, grapevine right and left, "X" step, turn step
- basic social dance movements: Cha-Cha- basic, open, cross, turn, chase; Foxtrot- basic, ladder; Jitter-Bug- basic, step apart, turn, pretzel

Students will be skilled at...

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
- 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: Cha-Cha- basic, open, cross, turn, chase; Foxtrot- basic, ladder; Jitter-Bug- basic, step apart, turn, pretzel
- performing the advanced square dance moves: star promenade, grand right and left, ladies chain right and left

Academic Vocabulary

Partner

Corner

Opposite

Circle

Dos-sa-do

Allemande left

Promenade

Right hand star

Ladies chain

Promenade the right hand lady

Right hand round

Grand right and left

Box-step

Open

Cross

Learning Goal 1

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

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

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, right hand star, promenade the right hand lady.

- 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, right hand star, promenade the right hand lady.

Target 2

Students will be able to perform the advanced square dance movements in time with the music while transitioning from one movement to the next: star promenade, grand right and left, ladies chain right and left.

- Students will be able to perform the advanced square dance movements in time with the music while transitioning from one movement to the next: star promenade, grand right and left, ladies chain right and left.

Target 3

Students will be able to perform the basic line dance movements: 4 count walk forward and back, grapevine right and left, "X" step, turn step.

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- Students will be able to perform the basic line dance movements: 4 count walk forward and back, grapevine right and left, "X" step, turn step.

Target 4

Students will be able to perform the advanced line dance and social dance movements: Cha-Cha- basic, open, cross, turn, chase; Foxtrot- basic, ladder; Jitter-Bug- basic, step apart, turn, pretzel.

- Students will be able to perform the advanced line dance and social dance movements: Cha-Cha- basic, open, cross, turn, chase; Foxtrot- basic, ladder; Jitter-Bug- basic, step apart, turn, pretzel.

Learning Goal 2

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

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

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

Students will be able to assume a leadership role to help guide their peers to greater success.

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Target 2

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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Summative Assessment

*** Skill Performance**

- > Teacher Observation
- > Skill Checklist

*** Participation Performance**

- > Teacher Observation
- > Self and Peer assessments

*** Written Assessment**

- > Open-ended questions

21st Century Life and Careers

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

During instruction and performance:

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

Differentiation/Enrichment

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

Unit Resources

- * Square dance music: Cashews, Caberet, Brasilia, Something Stupid, Apple Pie
- * Social dance music: Cha- Cha, Jitter- Bug, Foxtrot
- * Line dance music: Baby likes to rock it, Cha-Cha Slide

