

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

FUNDAMENTALS OF DANCE

Date: December, 2007

Subject Area: Elective

Grade Level(s): 10-12

Course Length: 1 year

Grading: A-F:

Number of Credits: 5/Semester

Prerequisite: Fitness 1

COURSE DESCRIPTION:

Dance is an elective designed to improve flexibility, increase muscular strength and improve cardiovascular endurance. Both the instructor and students will teach dance combinations and terminology. The curriculum will include a variety of dance styles representative of many cultures. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint or delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. Dance provides students with the opportunity to explore a variety of physical activities in search of one they can enjoy and participate in for a lifetime.

GENERAL GOALS/PURPOSES:

Students will:

- Use feedback to improve performance.
- Apply knowledge of scientific or bio-mechanic principles to improve personal performance.
- Be able to articulate the knowledge, skills, and confidence needed to maintain a meaningful physical activity throughout their lifetime.
- Successfully transition from our physical education instructional program to participation in physical activity during adulthood.
- Individually be able to initiate and monitor their own participation in physical activity which their adult lifestyle will demand.
- Understand that family responsibilities, career demands, and individual choices will influence physical activity patterns.
- Expand their capabilities for independent learning.
- Examine practices that allow for sound decision making to enhance successful participation in movement activities.
- Exhibit a physically active lifestyle and understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.
- Demonstrate responsible personal behavior while participating in movement activities.
- Improve agility and coordination.
- Develop effective motor skills and understand the fundamentals of movement by practicing and analyzing purposeful movement.
- Develop and maintaining positive self-image and strive to become the best that they can be through planned physical activities.
- Apply loco-motor and non-loco-motor skills to different dances.
- Learn a variety of fold, square, social, jazz, hip-hop, and ballroom dances.

- Recognize that the rhythm in dance is created by the rhythm in music.
- Appreciate the aesthetic features and stylish differences in dance.
- Participate in dances representing cultures around the world.
- Understand the historical and cultural roles of dance as a form of expression.
- Participate in dance as a form of aerobic training.
- Give appropriate feedback to a partner when developing/improving dance skills.

STUDENT READING COMPONENT:

Students will:

- Complete research based assignments.
- Utilize activity study guides.
- Read and take written test.
- Research information regarding the relationship between history and culture as it relates to dance.
- Read articles on health and nutrition.
- Research Human anatomy, dance styles, and the history of dance.
- Access magazines, books, CD's and the internet.

STUDENT WRITING COMPONENT:

Students will:

- Take written test.
- Write self and peer evaluations.
- Write summaries of various health and nutrition articles.
- Design and record in a prescribed format group original dances.
- Write informative papers on dance choreography, history, dance styles, famous dancers/troops, and dance styles in high school environments.
- Judge group dances using a rubric.

STUDENT ORAL COMPONENT:

Students will:

- Utilize oral communication skills while participating in class activities that foster positive, responsible, personal, and social behaviors.
- Participate in daily class discussions.
- Discuss the importance of balanced nutrition for maintaining a healthy lifestyle.
- Choreograph/describe/ and perform a dance for the class.
- Teach a solo dance to the class.
- Choreograph and perform a group dance to the class.
- Describe long-term physiological, psychological, and other benefits that may result from participation in physical activity.

DETAILED UNITS OF INSTRUCTION/CONTENT:

The three content standards to be integrated and addressed are:

1. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
2. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
3. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies.

Movement sequences designed to encourage personal expressiveness and provide opportunities for individual decision making.

Activity units may vary according to school site and facilities.

Dance Units:

Ballet	Jazz	Social
Folk	Modern	Square
Hip Hop	Country Line	Ballroom

Content Units:

1. Safety rules and principles.
2. Health risk factors of dance participation.
3. Body composition and implications on health and fitness.
4. Biomechanics/Analysis of movement.
5. Fine art form with personal and cultural implications.
6. History of Dance
7. Theory of Dance
8. Music
9. Study of Movement
10. Introduction to Falls
11. Combinations of movement/ across space/in place
12. Breathing, rhythmic patterns and dynamic alignment.
13. Nutrition
14. Steroids and performance enhancing drugs
15. Becoming and staying physically fit.
 - a. self assessment
 - b. goal setting
16. Cardiovascular fitness
17. Stress Management and exercise.
18. Fitness/Wellness Perspective
19. Mind/Body Relationship

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXIT EXAMS: None

LAB FEE: None

DISTRICT ESLR'S TO BE ADDRESSED:

Student will be:

1. **Self Directed Learners:** Achieve and maintain a health-enhancing level of physical fitness and exhibit a healthy lifestyle.
2. **Effective Communicators:** Demonstrate responsible social behavior including respect for all others.
3. **Quality Producers/Performers:** Students will become competent in many movement activities.
4. **Constructive Thinkers:** Understand how fitness correlates with health, how and why they move in a variety of situations. Students will understand how culture, history, nutrition, and fitness relate to health.

5. **Collaborative Workers:** Work together towards a common goal.
6. **Responsible Citizens:** Demonstrate responsible, personal, and social behavior while participating in movement activities, and classroom activities.