

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## Fitness 2: Dance

**DATE:** March 2010

**SUBJECT AREA:** Physical Education

**PROPOSED GRADE LEVEL(S):** 10<sup>th</sup> - 12<sup>th</sup>

**COURSE LENGTH:** One Year

**GRADING:** A-F

**NUMBER OF CREDITS:** 5 per Semester

**SUBJECT AREA CREDIT:** Physical Education

**PREREQUISITES:** Fitness 1

### COURSE DESCRIPTION:

Fitness 2: Dance is 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. Fitness 2: 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:

- Develop proficient movement skills in each area of physical education.
- 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 meaningful physical activity throughout their lifetime.
- Successfully transition from our physical education instructions 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.
- 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.
- Develop and maintaining positive self-image and strive to become the best that they can be through planned physical activities.

### 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:**

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

- |                 |           |
|-----------------|-----------|
| a. Ballet       | b. Jazz   |
| c. Ballroom     | d. Modern |
| e. Country Line | f. Social |
| g. Hip Hop      | h. Square |
| i. Folk         |           |

#### 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

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

- 1. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**
  - 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.
  - 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
  - 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
  - 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
  - 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.
  - 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
  - 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.
  - 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/ tumbling, and team activities.
  - 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
  - 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
  - 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
  - 1.12 Evaluate independent learning of movement skills.
- 2. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**
  - 2.1 Participate in moderate to vigorous physical activity at least four days each week.
  - 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
  - 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.

- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

**3. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

*Self-Responsibility*

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

*Social Interaction*

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

*Group Dynamics*

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR CSTs:**

Writing, Reading, Language Arts, Math, Social Science and Science

**LAB FEE:** None

**DISTRICT ESLR'S TO BE ADDRESSED:**

- 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.