

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline

Course 3: Dance

DATE: November 2012

SUBJECT AREA: Physical Education

PROPOSED GRADE LEVEL(S): 10th - 12th

COURSE LENGTH: One Year

GRADING: A-F

NUMBER OF CREDITS: 5 per Semester

SUBJECT AREA CREDIT: Physical Education

PREREQUISITES: Course 1, 2 or Instructor permission

COURSE DESCRIPTION:

Course 3: 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 for 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 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.
- 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:

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Demonstrate advanced knowledge and skills in two or more dance activities, selecting one or more from each of the following categories:

<i>Category 1</i>	<i>Category 2</i>
Ballet	Modern
Folk	Social
Jazz	Square

- 1.2 Identify the characteristics and critical elements of a highly skilled performance in dance activities and demonstrate them.
- 1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in dance activities.
- 1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of dance activities.
- 1.5 List the safety equipment and facilities required for participation in dance activities; describe and demonstrate the use of such equipment and facilities.
- 1.6 Demonstrate independent learning of movement skills in dance activities.

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.
- 2.2 Participate in dance activities that improve or maintain personal levels of health-related physical fitness.
- 2.3 Analyze the effects of dance activities on a personal physical fitness program and personal levels of health-related physical fitness.
- 2.4 Improve or maintain one's physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.5 Explain the relationship between participation in dance activities and health.
- 2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to dance activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes dance activities.

Standard 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 Compare and contrast the effective leadership skills used in dance activities and those used in other physical activities.

3. Develop personal goals to improve performance in dance activities.
- 3.3 Identify and analyze dance activities that enhance personal enjoyment.
- 3.4 Evaluate the risks and safety factors that may affect participation in dance activities throughout a lifetime.

Social Interaction

- 3.5 Explain how to select and modify dance activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.6 Analyze the role of social interaction in the successful participation in and enjoyment of dance activities.

Group Dynamics

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in dance activities.
- 3.8 Analyze the role that cooperation and leadership play in dance activities.
- 3.9 Engage in dance activities both in school and outside school.

Grading and Evaluation

Standard FCUSD grading scales reflect the following: A = 90%-100%; B = 80%-89%; C = 70%-79%; D = 60%-69%; F = Below 60%.

The following grading procedure will be used:

- Participation
- Physical fitness assessments
- Concepts and written work
- Learning and performance of physical activities

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.

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