

**Groton Public Schools
Curriculum Map**

INTRODUCTION

Course Title: Dance

Curriculum Area and Grade: PE-Grade 8

BOE approved 9/27/2021

Course Purpose:

A well-rounded education includes positive behaviors and skills that can help students throughout their lives. Dance is a wonderful outlet for life skills that can be taught through the unit such as; goal setting, perseverance through challenges, trying new things, self-expression and critical thinking. Self-expression is particularly important because it stands out more in dance than in a sports curriculum and promotes students' awareness of their own individuality.

Major Learning Goals and Understandings:

- * Focus on the impact of social dances and how these dances helped to build community.
- * The students will learn basic “Drums Alive” rhythms and movements.
- * Explores strategies for provoking new ideas about dance while making connections to literature and visual arts.
- * Evaluate their range of motion and execution of technique, set personal goals, experiment with scientific concepts in anatomy, and kinesiology.

Units/Theme/Concept and # of Weeks

Quarter = 9 weeks, Semester = 18 weeks, Trimester = 12 weeks, Year = 36 weeks --- usually spread over 40 weeks

1. Hip Hop Tabata - 8 classes	2. Drums Alive - 8 classes
3. Barre - 8 classes	4. Rhythmic Movement - 8 classes
5. Zumba - 8 classes	

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Part 1 - Dance			
Grade: 8	Subject: PE	Course: Dance Elective	Length of Unit: (semester)

Connecticut State Standards
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns. Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

Part 2 – Standards	
<p style="text-align: center;">Key (GLE) Content Knowledge and Concepts/Skills</p> <p>Objective B: ii. analyse and evaluate the effectiveness of a plan based on the outcome.</p> <p>Objective C: i. demonstrate and apply a range of skills and techniques effectively ii. demonstrate and apply a range of strategies and movement concepts iii. analyse and apply information to perform effectively.</p>	<p>Key Concept: Communication</p> <p>Related Concepts: Perspective and Movement</p> <p>Global Context: Personal and Cultural Expression</p> <p>Exploration: Artistry, Craft, Creation, Beauty</p>

Student Inquiry		Skill Category and Cluster:
<p>The students will know:</p> <p>Students will gather insight into self and community through improvisation and dance making. Students will create a dance that addresses the concepts of awareness to self and others: Address – others and different body parts; Nearness – relationship to others; Connect – making connections</p>	<p>The students will be able to:</p> <p>Perform developmentally appropriate rhythmic dance steps and movement patterns</p> <p>Employ the concept of alignment in dance</p> <p>Combine balance and weight transfers with movement concepts to create and perform a dance</p>	<p>1. Self Management and Research Skills</p> <p>2. Social and Collaboration Skills</p>

Statement of Inquiry and Essential Questions

Statement of Inquiry: The artistry of creative movement is communicated by perspective.
(The art of dance is dependent on the audience's perspective)

Essential Questions:

Factual: What exercises or elements can be identified as specific to the genre?

Conceptual: How does dance communicate personal and cultural expression?

Debatable: What type of dance has the most influence upon its audience?

Part 3 – Common Unit Assessments

Outline of summative assessment task(s) including assessment criteria:

GRASPS

Goal - The students will learn and experience a variety of dance, fitness, balance, and rhythmic movements

Role- A team of dance instructors

Audience- Clients in a dance / movement studio

Situation- Dance instructors must create, perform and teach a dance to the clients.

Product- A specific type of dance

Standards- Objective B and C

Relationship between summative assessment task(s) and statement of inquiry:

The students will learn and experience a variety of dance, fitness, balance, and rhythmic movements and develop a desired protocol. While working in the small groups they will learn roles, leadership within a team, and applying developed knowledge. This unit will allow the students to learn the importance of self awareness in general space for both leisure and exercise formulated movement patterns.

Part 4 – Common/Assured Learning Experiences

Action: Teaching and learning through inquiry

Content (subject standard and criterion strand)	Disciplinary learning engagements and teaching strategies	Formative Assessment	Differentiation
<p>Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.</p>	<ul style="list-style-type: none"> -Teacher model -Peer demonstration -Meaningful feedback -Video Modeling -Positive Reinforcement -Appropriate Student Groupings -Guided Discovery -Self Reflection 	<ul style="list-style-type: none"> -Observe student's participation and progression of the activity -Peer assessment using rubric -Teacher and student discussion on proper form -Think / pair / share -Student designed activities 	<ul style="list-style-type: none"> -Bullet point responses -Picture responses -Oral response -More opportunities for success in activity -Multi Skill Movements
<p>Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance</p>	<ul style="list-style-type: none"> -Teacher model -Peer demonstration -Meaningful feedback -Video Modeling -Positive Reinforcement -Appropriate Student Groupings -Guided Discovery -Self Reflection 	<ul style="list-style-type: none"> -Observe student's participation and progression of the activity -Peer assessment using rubric -Teacher and student discussion on proper form -Think / pair / share -Student designed activities 	<ul style="list-style-type: none"> -Bullet point responses -Picture responses -Oral response -More opportunities for success in activity -Multi Skill Movements

Weekly Layout of the Agenda – For those of you who like to look at a one pager to see what your daily schedule will look like. And when you forget what one of those bullets is talking about you can find it in the unit planner with a brief description to remind you of what you are doing!

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
Hip Hop Tabata	Hip Hop Tabata	Hip Hop Tabata	Hip Hop Tabata	Hip Hop Tabata
<u>Day 6</u>	<u>Day 7</u>	<u>Day 8</u>	<u>Day 9</u>	<u>Day 10</u>
Hip Hop Tabata	Hip Hop Tabata	Hip Hop Tabata	Drum Alive	Drum Alive
<u>Day 11</u>	<u>Day 12</u>	<u>Day 13</u>	<u>Day 14</u>	<u>Day 15</u>
Drum Alive	Drum Alive	Drum Alive	Drum Alive	Drum Alive
<u>Day 16</u>	<u>Day 17</u>	<u>Day 18</u>	<u>Day 19</u>	<u>Day 20</u>
Drum Alive	Zumba	Zumba	Zumba	Zumba
<u>Day 21</u>	<u>Day 22</u>	<u>Day 23</u>	<u>Day 24</u>	<u>Day 25</u>
Zumba	Zumba	Zumba	Zumba	Barre

Day 26

Barre

Day 27

Barre

Day 28

Barre

Day 29

Barre

Day 30

Barre

Day 31

Barre

Day 32

Barre

Day 33

Rhythmic Movement

Day 34

Rhythmic Movement

Day 35

Rhythmic Movement

Day 36

Rhythmic Movement

Day 37

Rhythmic Movement

Day 38

Rhythmic Movement

Day 39

Rhythmic Movement

Day 40

Rhythmic Movement