Leisure PE - Unit 2 - Styles of Dance

Unit Focus

During this unit, students will explore different forms of dance that can be done not only as an individual but also with a partner or in small groups. Students will learn about rhythm and tempo and how to work cooperatively with a partner or group of people to enjoy all the benefits that dance has to offer. Students will participate in, but not limited to, various dances such as multicultural dance, line dance, swing dance and create a dance.

Stage 1: Desired Results - Key Understandings

Standard(s)

Connecticut Comprehensive K–12 School Counseling Framework (2020)
Counseling: 9-10

- Develop skills to balance and manage life events, personal issues, and school success (S/ E4.3)

Healthy and Balanced Living Curriculum Framework
Physical Education 9-12

- Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)
- Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)
- Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1)
- Demonstrates the ability to identify and discuss the historical and cultural roles of games, sports, and dance in a society (S2.H1.L2)
- Demonstrates the ability to identify examples of social and technical dance forms. (S2.H4.L1)
- Demonstrates the ability to compare similarities and differences in various dance forms. (S2.H4.L2)
- Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)
- Demonstrates the ability to apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L2)

Transfer

Students will be able to independently use their learning to...
T1 Demonstrate improved physical performance in skills and movement patterns.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Students identify personal likes and dislikes and allot time to pursue their interests. **U2** Students demonstrate various strategies when making decisions to enhance health. **U3** Individuals engage in stress reducing activities in order to maintain a balanced lifestyle.	*Students will keep considering...* **Q1** What are my unique strengths, weaknesses likes and dislikes? **Q2** What control do I have over the path my life takes? **Q3** What strategies do I have to make health-enhancing decisions? **Q4** How can I support and maintain my overall health and well-being?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** engaging in leisure activities is often beneficial to a person's overall health and well-being as physical and social activity can relieve stress, keep a body healthy and create a network of friends. **K2** the dance forms used in cultural and social occasions (e.g., weddings, parties), or	*Students will be skilled at...* **S1** utilizing dance as a health enhancing behaviors to decrease stress, socialize, and improve cardiorespiratory performance, flexibility, and muscular strength and endurance. **S2** recognizing dance forms used in cultural and social occasions (e.g., weddings,

Stage 1: Desired Results - Key Understandings		
• Demonstrates the ability to accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2) • Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment (S5.H3.L1) • Demonstrates the ability to identify the uniqueness of creative dance as a means of self-expression. (S5.H3. L2) **Madison Public Schools Profile of a Graduate** • Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)	demonstrates competency in one form of dance (multicultural dance, line dance) **K3** that dance fosters social encounter, interaction, and cooperation. **K4** to communicate ideas to others through the real and immediate mode of body movement and that dancing can be a way to stay fit for people of all ages **K5** dancing can improve your muscle tone, strength, endurance and fitness **K6** dance as an art form that uses movement to communicate our ideas, feelings, and experiences **K7** Vocabulary: Tempo, Rhythm, Formations, Non-locomotor, Locomotor movement	parties) and be able to participate in these forms of dance. **S3** identifying and discussing the historical and cultural roles of dance in a society **S4** comparing similarities and differences in various dance forms and correctly using the style and terminology associated with each. **S5** identifying opportunities for dance outside of school. **S6** identifying the uniqueness of dance as a means of self-expression and creativity while improving health and well-being.