Lifetime Pursuits - Unit 4 - Recreational Dance

Unit Focus

During this unit, students will explore different forms of dance that can be done in different recreational settings such as a school dance, wedding or any other social gathering. The different styles of dance that students will participate in include (but are not limited to) swing dance, salsa, mambo, hip hop, and create-a-dance.

Stage 1: Desired Results - Key Understandings

Standard(s)

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 evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. (S3.H4.L1)
- Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.L1)
- Demonstrates the ability to use communication skills and strategies that promote team or group dynamics. (S4.H3.L1)
- 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 apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury

Transfer

Students will be able to independently use their learning to...
T1 Demonstrate improved physical performance in skills and movement patterns.
T2 Respectfully and responsibly communicate with others from a variety of backgrounds and perspectives.

Meaning

Understanding(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 select from a variety of strategies to use in order to reduce stress in applicable situations.
U4 Individuals engage in stress reducing activities in order to maintain a balanced lifestyle.
U5 Humans recognize that all people are different and we share a social responsibility to treat each other with respect and without bias.
U6 Students demonstrate effective communication which involves active listening, speaking, and recognizing nonverbal behavior.

Essential Question(s)

Students will keep considering...
Q1 What are my unique strengths, weaknesses likes and dislikes?
Q2 How does my body alert me that I am feeling stressed (internal)? What are my personal triggers that cause stress (external)?
Q3 What strategies do I have to make health-enhancing decisions?
Q4 How can I help my group be productive?
Q5 How can I express how I am feeling?
Q6 How do I listen and show that I have heard you?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 the five elements of dance are interconnected....body, action, time, space, energy

Skill(s)

Students will be skilled at...
S1 demonstrating understand of various dances (cultural, social) as well as forms of dance

Stage 1: Desired Results - Key Understandings		
prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1) • 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 opportunity for social support in a selfselected physical activity or dance. (S5.H4.L1) **Madison Public Schools Profile of a Graduate** • Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) • Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)	**K2** dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (ballroom dancing, swing dance, salsa, and creative dance) **K3** dance fosters social encounter, interaction, and cooperation. **K4** to communicate ideas to others through the real and immediate mode of body movement **K5** dancing can be a way to stay fit for people of all ages **K6** dancing can improve your muscle tone, strength, endurance and fitness. **K7** Vocabulary: Tempo, Rhythm, Formations, Non-locomotor, Locomotor movement	(viral, hip hop, etc) through choreography and performance. **S2** evaluating dance activities that can be pursued individually or in the local environment according to their benefits, social support network and participation requirements. **S3** using dance as a means of improving overall health and well-being as it is physical, a stress reliever and can be done socially. **S4** exhibiting proper communication skills and strategies that promote group dynamics, respect others' ideas, cultural diversity and teamwork while engaging in social dance.