

BOE Dance and Fitness Curriculum

Course Description

Dance and Fitness is a course for students to experience the correlation between dance and the health-related fitness components of cardiovascular fitness, muscular strength and endurance, and flexibility. The course is designed to improve students' overall fitness by participating in various styles of dance and through the evaluation of the dance elements of time, space, and energy.

Course Activities

Students are engaged in a variety of dance styles and choreography: aerobics, ballet, contemporary/lyrical, fitness/cardio dancing, hip hop, jazz, line dancing, square dancing, step aerobics, tap, and Zumba. Students will also experience barre fitness, dynamic stretching, fitness, walking, heart rate monitoring, pilates, spinning, strength training using free weights, and yoga. Students will experience dance as a form of self-expression, personal meaning, and enjoyment.

Grades 9-12

Course Big Ideas

Demonstrate cardiovascular growth while completing fitness tests and cardiovascular activities.

Improve level of overall fitness and desire to continue to be physically active.

Engage in a variety of activities and execute movements using proper technique.

Course Enduring Understandings

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students will understand and apply the rules and tactics of the sports, games, activities, and dance.

Students will demonstrate purposeful engagement.

Students will incorporate fitness and wellness concepts to maintain a healthy level of physical fitness.

Students will understand the benefits of physical activity.

Students will engage in sports, games, activities, or dance while demonstrating good sportsmanship.

Course Essential Questions

What concepts, principles, strategies, and tactics are related to movement and performance?

How does the way I move and where I move affect my involvement in the dance?

How can we move effectively and efficiently?

Why is it important to understand and apply the terminology associated with exercise and participation in dance?

What is the value of physical activity?

How does my engagement in class improve my physical fitness?

What is the value of responsible personal and social behavior?

How can I achieve and maintain responsible personal and social behavior?

How can I demonstrate responsible personal and social behavior that respects self and others?

How can I identify opportunities for social support when participating in dance and fitness activities?

Course Essential Vocabulary

Physical fitness Target heart rate	Dynamic stretching Teamwork	Communication Engagement
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Unit 1	Motor Skills and Performance Students will learn proper skills and techniques to participate in dance-related fitness. Students will learn to build confidence in their physical ability while participating with peers in dance-related fitness. Students are engaged in a variety of dance styles and choreography: aerobics, ballet, contemporary/lyrical, fitness/cardio dancing, hip hop, jazz, line dancing, square dancing, step aerobics, tap, and Zumba. Students will also experience barre fitness, dynamic stretching, fitness, walking, heart rate monitoring, pilates, spinning, strength training using free weights, and yoga. Students will experience dance as a form of self-expression, personal meaning, and enjoyment.
Unit 1 Guiding & Essential Questions	What concepts, principles, strategies, and tactics are related to movement and performance? How does the way I move and where I move affect my involvement in the dance?

Unit 1 Learning Goal(s)	Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of dance-related fitness activities.
Unit 1 MO GLEs	Use the concepts of health-related fitness to connect the benefits each offers to the development of total lifetime fitness. Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness. (1.A.HPE4)
Unit 1 National Standards SHAPE America	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. • Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1) • Demonstrates competency in performing activities that contribute to improving each of the five components of health-related fitness. (S1.H3.L1)
Unit 1 Assessments	Observational Summative Formative Performance assessment

Unit 2	Concepts and Strategies Students will learn proper skills and techniques to participate in dance-related fitness. Students will be prepared for a lifetime of physical activity and enjoyment. Students will learn to build confidence in their physical ability while participating with peers in dance-related fitness. Students are engaged in a variety of dance styles and choreography: aerobics, ballet, contemporary/lyrical, fitness/cardio dancing, hip hop, jazz, line dancing, square dancing, step aerobics, tap, and Zumba. Students will also experience barre fitness, dynamic stretching, fitness, walking, heart rate monitoring, pilates, spinning, strength training using free weights, and yoga. Students will experience dance as a form of self-expression, personal meaning, and enjoyment.
Unit 1 Guiding & Essential Questions	How can we move effectively and efficiently? Why is it important to understand and apply the terminology associated with exercise and participation in dance?
Unit 2 Learning Goal(s)	Students will understand and 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-Rev.)
Unit 2 MO GLEs	- Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games). (1.E. HPE4) - Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment). (2.A.HPE4)
Unit 2 National Standards SHAPE America	The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. - Applies 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) - Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1) - Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1) - Identifies examples of social and technical dance forms. (S2.H4.L1) - Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)
Unit 2 Assessments	Observational Summative Formative Performance assessment

Unit 3	Physical Activity and Participation Students will learn the rules and safety procedures of a variety of dance and fitness activities. Students will learn proper skills and techniques to participate in dance and fitness. Students will be prepared for a lifetime of physical activity and enjoyment. Students will learn to build confidence in their physical ability while participating with peers in dance and fitness. Students are engaged in a variety of dance styles and choreography: aerobics, ballet, contemporary/lyrical, fitness/cardio dancing, hip hop, jazz, line dancing, square dancing, step aerobics, tap, and Zumba. Students will also experience barre fitness, dynamic stretching, fitness, walking, heart rate monitoring, pilates, spinning, strength training using free weights, and yoga. Students will experience dance as a form of self-expression, personal meaning, and enjoyment.
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Unit 3 Guiding & Essential Questions	What is the value of physical activity? How does my engagement in class improve my physical fitness?
Unit 3 Learning Goal(s)	Students will demonstrate purposeful engagement.
Unit 3 MO GLEs	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment). (2.A.HPE4)
Unit 3 National Standards SHAPE America	The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. - Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1) - Identifies issues associated with exercising in heat, humidity and cold. (S3.H3.L1) - Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1) - Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1) - Calculates target heart rate and applies that information to personal fitness plans. (S3.H10.L1) - Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1)
Unit 3 Assessments	Observational Summative Formative Performance assessment

Unit 4	Responsible Personal and Social Behavior Students will learn the rules and safety procedures of a variety of dance and fitness activities. Students will learn proper skills and techniques to participate in dance and fitness. Students will be prepared for a lifetime of physical activity and enjoyment. Students will learn to build confidence in their physical ability while participating with peers in dance and fitness. Students are engaged in a variety of dance styles and choreography: aerobics, ballet, contemporary/lyrical, fitness/cardio dancing, hip hop, jazz, line dancing, square dancing, step aerobics, tap, and Zumba. Students will also experience barre fitness, dynamic stretching, fitness, walking, heart rate monitoring, pilates, spinning,
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	strength training using free weights, and yoga. Students will experience dance as a form of self-expression, personal meaning, and enjoyment.
Unit 4 Guiding & Essential Questions	What is the value of responsible personal and social behavior? How can I achieve and maintain responsible personal and social behavior?
Unit 4 Learning Goal(s)	Students will incorporate responsible personal and social behavior to maintain a healthy level of physical fitness.
Unit 4 MO GLEs	Show personal etiquette, respect, and safety skills during physical activities. Identify strategies for including persons of diverse backgrounds and abilities in physical activities. (2.A.HPE2)
Unit 4 National Standards SHAPE America	The physically literate individual exhibits responsible personal and social behavior that respects self and others. • Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1) • Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1) • Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1) • Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1) • Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)
Unit 4 Assessments	Observational Summative Formative Performance assessment

Unit 5	Benefits of Physical Activity and Community Building Students will learn the rules and safety procedures of a variety of dance and fitness activities. Students will learn proper skills and techniques to participate in dance and fitness. Students will be prepared for a lifetime of physical activity and enjoyment. Students will learn to build confidence in their physical ability while participating with peers in dance and fitness. Students are engaged in a variety of dance styles and choreography: aerobics, ballet, contemporary/lyrical, fitness/cardio dancing, hip hop, jazz, line dancing, square dancing, step aerobics, tap, and Zumba. Students will also experience barre fitness, dynamic stretching, fitness, walking, heart rate monitoring, pilates, spinning, strength training using free weights, and yoga. Students will
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	experience dance as a form of self-expression, personal meaning, and enjoyment.
Unit 5 Guiding & Essential Questions	How can I demonstrate responsible personal and social behavior that respects self and others? How can I identify opportunities for social support when participating in dance and fitness activities?
Unit 5 Learning Goal(s)	Students will understand the benefits of physical activity. Students will identify opportunities for social support in a self-selected physical activity or dance.
Unit 5 MO GLEs	• Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness. Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness. (1.A.HPE4) • Show personal etiquette, respect, and safety skills during physical activities. Identify strategies for including persons of diverse backgrounds and abilities in physical activities. (2.A.HPE2)
Unit 5 National Standards SHAPE America	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. • Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1) • Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1) • Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)
Unit 5 Assessments	Observational Summative Formative Performance assessment