



<p>Grade Level (s): 10,11,12</p> <p>Semester _____ Year <u>X</u></p> <p>Year of State Framework Adoption _____</p>	<p><input type="checkbox"/> “g” – College prep elective</p>	<p>If yes, please indicate the source of the original course:</p> <p>_____</p> <p>_____</p>
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\*Instructional materials appropriate for English Language Learners are required.

\*\*For AP/Honors course **attach a page** describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

\*\*\*For CTE, **attach the CTE course outline** created in the online template (<http://ctecourse.scoe.net/>).

<p>1. Prerequisite(s): PE 9</p>
<p><b>2. General Course Description:</b></p> <p>This beginning class offers an introduction to basic dance movement and the basic elements of music and rhythm. This course includes rhythmic, isolated and expressive movement as well as elemental concepts of space, time and force. This course is for students with little or no previous dance training. Classes will cover a variety of dances from Line-dancing, Swing, Salsa, Cha Cha, Freestyle and Hip-hop</p> <p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>● To Understand and use basic elements of dance composition.</li> </ul>

- To develop rhythmic perception and basic movements relating to dance.
- To develop an ability to use skills in dancing, creativity.
- Line-dancing, groups of people dancing simultaneously in a coordinated manner.
- The ballroom-dance sequence covers the range of contemporary social or ballroom dancing in Western culture. Beginning ballroom introduces the basic techniques of Waltz, Swing, Salsa, Merengue, and Cha cha. Partner dances are the dances whose basic choreography involves coordinated dancing of two partners.
- Hip-hop, a high energy class consists of rap, hip-hop and pop sounds, focusing on musicality and rhythm.
- Aerobic fitness through dance. Dance fitness is designed to help dancers with their basic technique and tricks, as well as increasing stamina giving students the ability to dance for longer periods of time. It targets all the muscle groups needed to be a strong and balanced dancer all while having fun.
- Elements of choreography and the creative processes of composing dances. Students assume the roles of dancer and choreographer in developing improvisation, directing, and performance skills to produce and perform original group compositions. Providing an opportunity to explore the processes of composing and producing beginning to intermediate level choreography. Students will work in small groups to develop original compositions that demonstrate an understanding of choreographic forms and creative processes. This course culminates in a final showcase performance.

### **Evaluations/Assessments/Rubrics**

- The students will be constantly be evaluated by performance based participations looking for at least 80% accuracy or better.
- Rubrics are generally created by either the teacher or by the students on a 5 points scale.
  1. A = Complete all 5 of the requirements.
  2. B = Complete 4 out of 5 requirements.
  3. C= Complete 3 out of 5 requirements.
  4. D = Complete 2 out of 5 requirements.

5. F = If a student completes only 1 requirement or nothing with little to no participation.

**Example:**

**Students must:**

1. Complete entire song
2. Include 3-5 moves from previous dances (using prior knowledge)
3. Use of props.
4. Be Creative
5. Written Choreography of performance.

**3. Course content:**

**Unit 1: Line Dancing**

Content: Students will demonstrate basic skills of individual dance or in groups of people dancing simultaneously in a coordinated manner. Students will learn basic to complex routines, focusing on spacial awareness, with at least 80% accuracy.

Sample Assignment: Basic: Electric Slide - Grapevine

Culminating Project: Students will perform a variety of line dances with fluency and in time. Students will also use what they have learned and create a line dance in groups.

## **Unit 2: Swing**

Content: The ballroom-dance sequence covers the range of contemporary social or ballroom dancing in Western culture.

Beginning ballroom introduces the basic techniques of Waltz, Swing, Salsa, Merengue, and Cha cha. Partner dances are the dances whose basic choreography involves coordinated dancing of two partners.

Sample Assignment: Swing: Students will learn and demonstrate a variety of turns (16 total) with a partner with at least 80% accuracy. Using a modified country/west coast swing style.

Culminating Project: Students will work with partners (Followers/Leaders). Students will learn a routine using a variety of the 16 moves and turns. Students may also challenge themselves by trading rolls.

## **Unit 3: Freestyle**

Content: Students will identify the participation factor that contributes to enjoyment and self-expression for activities with others. The dance focus will be with Hip hop music.

Sample Assignment: Students will work in groups of 3 to 6 people. They will select a song (Student led Rubric) using prior knowledge.

Culminating Project:

Students must:

1. Complete entire song
2. Include 3-5 moves from previous dances (using prior knowledge)
3. Use of props.
4. Be Creative
5. Written Choreography of performance.

#### **Unit 4: Aerobic Fitness**

Content: Focus on Aerobic fitness through dance. Dance fitness is designed to help dancers with their basic technique and tricks, as well as increasing stamina giving students the ability to dance for longer periods of time. It targets all the muscle groups needed to be a strong and balanced dancer all while having fun. A lifetime of fitness.

Sample Assignment:

Students will be using a variety of video instructional videos (Fitness Marshall). Some dances will be modified by the teacher according to the different levels of functioning students.

Culminating Project:

Students will research and learn a dance video sequence. Then the students will perform and teach to their fellow classmates. As well as make a recording of their dance as an instructional video.

### **Unit 5: Latin**

Content: Partner dances are the dances whose basic choreography involves coordinated dancing of two partners. Students will learn dance and perform various Salsa, Merengue and Cha Cha routines. Students will also perform a fitness portion as individuals.

Sample Assignment:

Students will perform basic movements and turns from Salsa, Merengue and Cha Cha with or without a partner with at least 80% accuracy.

Culminating Project:

Student will perform a routine of Salsa, Merengue and Cha Cha with at least 80% accuracy. The challenge for the students by reversing the roles of follower and leaders.

### **Unit 6: Final Project/Seasonal Projects**

Content: This course introduces students to the elements of choreography and the creative processes of composing dances. Students assume the roles of dancer and choreographer in developing improvisation, directing, and performance skills to produce and perform original group compositions. Students will work in small groups to develop original compositions that demonstrate an understanding of choreographic forms and creative processes.

Sample Assignment:

Students will use a variety of songs to perform a creative dance that will be recorded. The student will be required to use prior knowledge of dance moves and sequences they have learned throughout the year.

Culminating Project:

This course culminates in a final showcase performance.

For example Thriller for Halloween, A Christmas/ Holiday Creative Dance or a Final dance which combines multiple forms of dance moves they have learned throughout the year.



4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

(D) Graduates of (A) Graduates of Rosemead High School will be **ACADEMIC ACHIEVERS** who

- Exhibit good study and work habits and effectively use time and time management skills.

*Student will have weekly deadlines to create and produce assignments.*

- Successfully complete assigned tasks through independent study or research practice projects.

*Students are responsible for their work, and will be tested individually.*

- Develop an appreciation for lifelong learning.

*Students will utilize the foundations of dance. They will learn to appreciate and continue to further their knowledge and understanding in the field of Arts.*

(B) Graduates of Rosemead High School will be **RESPONSIBLE CITIZENS** who

- Are able to work in collaborative groups to produce an outcome in a timely manner.

*Working with fellow students and instructors, students will participate in group critiques and are encouraged to help one another with projects and assignments*

- Display knowledge of cultural diversity and foster tolerance for individual differences through classroom and co-curricular cooperation.

*Assignments and projects vary but some involve identity and cultural subject matters. Students will explore their own identities and be exposed to other student's identities and cultures.*

- Demonstrate the ability to compromise.

*Through group and individual critiques students will learn to listen to suggestions and apply them to their work.*

(C) Graduates of Rosemead High School will be **HEALTHY INDIVIDUALS** who

- Exhibit knowledge of high-risk activities that affect their health and how to avoid them.

*Students will learn about healthy parameters and how dance helps their physical and mental health.*

Rosemead High School will be **PROFICIENT TECHNOLOGY USERS** who

- Demonstrate competency in the use of computers and their applications.

*Students will use the internet to do research on certain topics throughout the year.*

- Demonstrate competency in the use of technological devices

*Use of smart phones and computers will be used by all students throughout the course.*

(E) Graduates of Rosemead High School will be **EFFECTIVE COMMUNICATORS** who

- Effectively read, write, listen, speak and understand the English language

*Students will develop their oral language skills by participating in small group discussions using a visual thinking strategy to evaluate and discuss their dance performance*

(F) Graduates of Rosemead High School will be **COMPLEX THINKERS** who

- Utilize creative analytical thinking.

*Students will be designing a game to display all the topics and concepts that were learned throughout the year.*

**5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:**

Cooperative Learning:	Small learning groups
Visual Learning Methods:	Demonstrations of procedures, hands on learning, directions with Pictures and written instructions, and other methods that require kinesthetic Response to visual and /or auditory instruction.
Instructor:	CLAD certification

**6. Describe the interdepartmental articulation process for this course:**

*This course will complement both the science and physical education departments because it combines the physics, kinesiology, anatomy and physiology aspects of the science department and the tactile aspect of the physical education department.*

**7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:**

*By offering this course, students will gain an understanding of principles involved with Dance and Fitness and work together to explore the possibilities in the health/medical career path.*

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

<b>Type of material (book, manual, periodical, article, website, primary source document, etc.)</b>	<b>Author</b>	<b>Publisher</b>	<b>Edition/Year</b>	<b>URL</b>	<b>Primary book, read in its entirety? (Y/N)</b>
Dance Composition: A practical guide to creative success in dance making	Jacqueline M. Smith-Autard	Bloomsbury	6th edition 2010		Y

