Unit Plan for Social Dance

Standards:
A student shall demonstrate an understanding of motor skills and physical fitness and participate in physical activities that develop motor skills and physical fitness, by:
1) describing rules, skills, strategies, and etiquette associated with physical education activities;
2) describing the benefit of daily participation in physical activities;
3) describing the components of fitness planning;
4) showing evidence of implementing a fitness plan
5) showing evidence of age-appropriate physical fitness;
6) demonstrating motor skills required for individual, dual, and team activities; and
7) displaying proper etiquette and team-building skills in dual and group activities.

Essential Questions for the Unit
1) How can dancing help your health?
2) How can you show that you and your partner can work together?

Unit Objectives:
By the end of the unit students will have used measurement strategies and self-reflection in order to critique their self-progress in social dance by way of journaling.
By the end of the unit students will be able to perform social dances with a partner and work as a team by evidence of daily participation.
By the end of the unit students will have learned a variety of social dances that promote fitness for a lifetime. Students are able to perform and teach these dances to an audience at a retirement home.

Day 1: (Monday) Week 1
Introduction to social dance
Watch Social Dance Video and fill out worksheet
Group discussion
Assignment: ½ page summary of social dance using fitness components, health benefits, and how you can incorporate social dance into your life-long fitness plan.

Day 2: (Tuesday) Week 1
Introduction to progression of dance steps for the Two-Step. (Step, together, step with a step.)
Progression of the box pattern for the Two-Step.
Beginning introduction and progression of the ballroom waltz. (Step, step, close.)
Group “Whip” to evaluate student learning.
Assignment: Ask someone (family member, neighbor, friend) if they know how to do the Two-Step or Ballroom Waltz, if they know how to, dance it with them, if they do not know how, teach them.
Assignment: ½ -page summary of social dance based on its: fitness components, health benefits, and how you can incorporate it into your life-long fitness plan. (Due in 5 days, or on Day 5)

Day 3 (Wednesday) Week 1
Review of the Two-Step.
Practice of the Two-Step.
Progression of dance steps for the Ballroom Waltz. (Step, step, close.)
Progression of the box pattern for the Ballroom Waltz.
Exit cards to evaluate student learning.
Assignment: Journaling of self-progress of social dance.

Day 4: (Thursday) Week 1
Review of the Two-Step.
Review of the Ballroom Waltz.
Practice of the Ballroom Waltz.
Introduction to progression of dance steps for the Foxtrot (step close step, step).
Progression of the variations for the Foxtrot (turns, backward, half-open).
Question and Response of dance steps we have learned so far.
Assignment: Journaling of self-progress of social dance.

Day 5: (Friday) Week 1
½ page summary due on social dance based on: fitness components, health benefits, and how you can incorporate it into your life-long fitness plan.
Review of the Two-Step.
Review of the Ballroom Waltz.
Review of the Foxtrot.
The day will be spent practicing the dance steps to the three dances that we have learned in our social dance class.
Assignment: Using www.google.com, research and find where the Ballroom Waltz, Two-Step, and Foxtrot originated and 2 other facts about each dance. (Due in 4 days/ or on day 8).

Day 6: (Monday) Week 2
Introduction to progression of dance steps for the Cha Cha.
Progression of positions for the Cha Cha.
Group whip of how students are feeling after trying the dance steps to the Cha Cha.
Assignment: Journaling of self-progress of social dance.

Day 7: (Tuesday) Week 2
We will have professional dancers in our class as guest for the day.
Guests will demonstrate the dances. 
Students will practice the dances and guests will move around the room to help out if there is any problems or questions. 
Students will then have time at the end to ask the dancers questions.
Assignment: Journaling of self-progress of social dances.

**Day 8: (Wednesday) Week 2**
Research summary due on the origination of the Ballroom Waltz, Two-Step, and Foxtrot and the 2 other facts about each dance
Review of Two-step, Ballroom Waltz, Foxtrot, and Cha Cha.
Introduction and progression of dance steps for the German Polka. (Step, together, step, hop.)
Question and Response to German Polka dance steps.
Assignment: Journaling of self-progress of social dance.

**Day 9: (Thursday) Week 2**
Review of all dance steps in Social Dance Unit.
Prepare for performance in Retirement home.
Assignment: Journaling of self-progress of social dance.

**Day 10: (Friday) Week 2**
Performance of all social dances at Retirement Home.
After performance, each student will teach one resident how to do one of the dances that he or she chooses.
Assignment: Journaling of overall self-progress of social dance. And ½ page summary/critique of self and class performance in retirement home. (Due in 2 days, on Monday.)

**Service Learning and Community Connection:**
Students’ will be performing and teaching dances to residents’ at a retirement home.

**Cultural Connection:**
Learning social dances of other cultures and researching where the dances originated as well as other facts.

**Technology and Reading Strategies:**
Researching Social Dances on the Internet and using “hugging” reading strategies to show concept understanding.

**Assessment:**
Assessment will be evaluated on participation and completion of assignments. I will score assignments based on a rubric for each assignment. (For rubrics, look at lesson plans.)
Connection Between the Standards, Questions and Objectives:
The standards are the guidelines for the questions and objectives in the dance unit. Students are to demonstrate motor skills for individual and as a team and display proper etiquette while performing the activity.

Developmentally Appropriate:
Students are developmentally ready to do social dance. Social dance is not easy because it is matching patterns in movements with music. By ninth grade students are ready for this skill. Students are also mature enough to dance in partners.

Unit Evaluation:
Students will be evaluated using teacher evaluation of movements and participation. Students will be graded using a rubric for all assignments, which is located in each assignment’s lesson plan. And students will be evaluated on their participation in the final performance in the retirement home.

Resources:
All resources and materials are taken from Nancy Baker’s Gymnastics and Dance Course Fall 2001.