



School District of Marshfield

Course Syllabus

Course Name: Movement Dance and Gymnastics

Length of Course: Semester (Offered in Fall Only)

Credits: .5

Course Description:

Cultivate the specific knowledge and skills to participate in a large variety of dance forms and enjoy them with confidence. Explore the cultural roots to numerous dance steps and styles. Units are open to current trends in dance and student interest, but commonly include swing, salsa, cha cha, polka, waltz, freestyle, hip hop, line dance, and mixers. The goal of the course is two-fold, students will participate in safe progressions of basic to advanced skills in each area of gymnastics. Units include: tumbling, floor exercise routines, uneven parallel bars, balance beam, vaulting, partner stunts, and development of personal fitness as it relates to gymnastics and dance.

Learning Targets:

Movement Competencies

- Demonstrates Skill Development
 - Demonstrates proficiency in two movement forms in individual and lifetime activities
 - Demonstrates skills for starting, stopping, falling, and turning while participating in lifetime activities such as dance and gymnastics
 - Acquires skills to participate in lifetime activity outside of school.
- Demonstrates advanced skill application
 - Identifies, explains, and applies the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities.
 - Combines and applies movement patterns simple to complex, rhythms/dance, and gymnastics.

Understanding movement concepts and principles

- Demonstrates cognitive understanding

- Identifies the difference and benefits of both functional fitness training and traditional weight training
- Applies and analyzes scientific principles of physical activity
 - Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance
 - Applies and evaluates biomechanical principles to achieve advanced performance in rhythms/dance and gymnastics

Participates regularly in physical activity

- Chooses to be physically active
 - Participates in health-enhancing lifetime activities that can be pursued in the community as well as school.
- Sets goals for a physically active lifestyle.
 - Compares health and fitness benefits derived from various physical activities.

Achieves and maintains a health-enhancing level of physical fitness

- Assesses and manages personal health behaviors
 - Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition).
 - Meets age- and gender-specific health-related fitness standards defined by evidence-based assessments (e.g., Fitness Gram, Trifit)

Exhibits responsible personal and social behavioral activity

- Contributes to establishing a positive physical activity learning environment
 - Solves conflicts agreeable to both parties.
 - Adjusts participation level and personal behavior to make activities inclusive for everyone
 - Works with peers willingly, regardless of skill level and individual difference in partner and small group situations
 - Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.
 - Demonstrates consistent decisions to ensure the safety of self and others
 - Exhibits respectful and mature behavior to contribute to a positive learning environment

Values physical activity

- Values physical activity as a part of a healthy lifestyle
 - Displays a willingness to experiment with new activities and sports of our and other cultures
 - Demonstrates strategies for including people of diverse backgrounds and abilities in physical activity.
- Incorporates opportunities for self-expression and social interaction

- Demonstrates through verbal and nonverbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting

First Quarter

***Note: placement of units is dependent on class being offered in the fall and gymnastics equipment being set up for the high school sport season.

1. Class Introduction (1 week)
 - A. Issues lockers, review policy and expectations
 - B. Fill out emergency contact, personal health information, interest inventory
 - C. Acquaintance activities
2. Mixers, Line Dances, Ice Breakers (2 weeks)
 - A. Line Dances
 - B. Mixers
 - C. Grand March
 - D. Correlation of traditional and cultural dance steps to modern dance and hip hop
3. Ballroom / Social Partner Dances (2 weeks)
 - A. Latin: salsa, cha cha, merengue, etc.
 - B. Polka
4. Hip Hop, Modern Individual Dancing, Jazz (4 weeks)
 - A. Sharing dance moves from popular culture
 - B. Hip Hop
 - C. Creative Routines

Second Quarter

5. Ballroom / Social Partner Dances Continued (3 weeks)
 - A. Swing
 - B. Waltz
6. Heath-Related Fitness: (1.5 weeks total, fitness test mid-semester, include fitness activity in daily warm ups both quarters)
 - A. Aerobic Fitness
 - 1) Daily activities to increase heart rate – creative movement, aerobic dance, running
 - 2) Mile & PACER: formal field test of each in December
 - B. Muscle Strength & Muscle Endurance
 - 1) Daily activities to increase muscle fitness – planks, push ups, jump pull ups, curl ups, v-sit, etc.
 - 2) Push Up, Curl Up, Pull Up: formal field test of each in December
 - 3) Bicep Strength: on Trifit
 - C. Flexibility

- 1) Daily dynamic and static stretching related to dance or gymnastics
- 2) Sit & Reach and Shoulder Stretch: formal test on Trifit in December
- D. Body Composition
 - 1) Height, Weight, and Body Composition: Trifit test in December
 - 2) Debriefing of results, meaning, implications, healthy outlook
- E. Personal Health Profile
 - 1) Provide students with formal graphical summary and personal health profile.
 - 2) Compare to preview results and set personal goals for improvements
7. Gymnastics (5 weeks)
 - A. Tumbling Progressions – all basic skills
 - B. Relationship to sport-related and health-related fitness components
 - C. Vaulting
 - D. Balance Beam
 - E. Uneven Bars
 - F. Creative Routines

Required Core Resources:

- Dance Teaching Methods and Curriculum Design, Comprehensive K-12 Dance Education, Human Kinetics (2003)
- Youtube
- Guest Dance Instructors from community
- Marshfield PE Curriculum Binders for Movement Dance & Gymnastics: (lessons & music) as compiled by Kollross-Ott
- Physical Best Activity Guide Middle and High School, Human Kinetics (2004)
- Wisconsin Standards for Physical Education, DPI, (2010)