

## MODULE OVERVIEW

### ABOUT THIS MODULE

As physical educators, one of our main objectives is to encourage students to use physical activities as vehicles for self-expression. The Hopi Indians tell us that “to watch us dance is to hear our hearts speak.” Although most of our students will never become performance artists, they will most certainly have the opportunity to dance during celebrations and social gatherings. This module is designed to plant seeds of expression and enjoyment so students will have the skills and confidence to dance when opportunities arise.

### NATIONAL STANDARDS AND OUTCOMES FOCUS

- ✔ **Standard 1 [E3.3-5]** Jumps and lands in the horizontal and vertical planes using a mature pattern (3); Uses spring-and-step take-offs and landings specific to gymnastics (4); Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks/games environments (5).
- ✔ **Standard 1 [E5.3-5]** Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✔ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✔ **Standard 2 [E3.5c]** Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- ✔ **Standard 2 [E4.3]** Employs the concept of alignment in gymnastics and dance (3a); Employs the concept of muscle tension with balance in gymnastics and dance (3b).
- ✔ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✔ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (5).
- ✔ **Standard 5 [E3.3-5]** Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5).

*NOTE: Additional standards and outcomes addressed are specified on each activity plan.*

MODULE OVERVIEW

TABLE OF CONTENTS

RESOURCES	FOCUS OUTCOMES & STANDARDS	PAGE
Module Overview		1
Required Materials List		5
<b>Activity Plans</b>		
Counting 8's (Instant Activity)	Standards 1, 2 & 5	7
Dancin' Train (Instant Activity)	Standards 1, 2 & 5	9
Trolls September (Instant Activity)	Standards 1, 2 & 5	11
Cha Cha Slide	Standards 1, 2 & 5	13
Cupid Shuffle	Standards 1, 2 & 5	15
Space Jam	Standards 1, 2 & 5	17
Fjaskern	Standards 1, 2 & 5	19
Looking Up	Standards 1, 2 & 5	21
Can't Stop the Feeling	Standards 1, 2 & 5	23
Virginia Reel	Standards 1, 2 & 5	25
Hip Hop Virginia Reel	Standards 1, 2 & 5	27
Sample First Lesson Plan		29
Academic Language Posters		43 pages
Dance Activity Cards		20 pages
<b>Student Assessment Tools</b>		
Academic Language Quiz		
Self-Assessment Worksheet		
Holistic Performance Rubrics		
Teacher Self-Evaluation & Reflection Guide		

PLANNING COMPLETE LESSONS

Each dance activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

- Dance Instant Activity *5-10 minutes*
- + Full Dance Activity with Debrief *10-20 minutes*
- + Intro Next Full Dance (time permitting) *5-10 minutes*
- + Check for Understanding *5 minutes*

**Important:** Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so you can easily modify our suggestions to meet the needs of your students.

MODULE OVERVIEW

ASSESSMENT

Three types of assessments are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

**Academic Language Quiz**

A short academic language quiz is also provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module’s critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

SELF  
ASSESSMENT  
WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day skills are first introduced. For example, during the module’s first lesson, students participate in the activities Counting 8’s and Cha Cha Slide. At the end of this activity, students would complete the Pre and Goal columns for recognizing and verbalizing 8-counts. Other skills would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the final lesson for this module.

USING  
THE SELF  
ASSESSMENT  
FOR  
EVALUATION  
(GRADING)

When evaluating a student’s performance in their use of the self-assessment worksheet, the student’s score should be based on the process and quality of self-reflection, not the student’s ability to score a full column of smiles or stars. Here is a sample rating scale for self-assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete self-assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student’s skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student’s skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

*NOTE: The evaluation scale suggested for the self-assessment is consistent with the scale used for the holistic rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.*

MODULE OVERVIEW

HOLISTIC RUBRIC FOR PERFORMANCE

The holistic rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria, including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. Either rubric can be completed in full during the final day of the module, providing a final holistic evaluation of each student's performance.

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Counting 8's + Cha Cha Slide	Beat, Choreography, Crouch, Cues, Dance, Diagonally, Four-Wall Dance, Freeze, Grapevine, Hop, Jump, Lyric, Movement, Quarter-Turn, Rock, Rhythm, Side Step, Stomp
2	Counting 8's + Cha Cha Slide + Cupid Shuffle	Beat, Choreography, Count, Cues, Four-Wall Dance, Heel Touch, Lyric, Movement, Quarter-Turn, Rhythm
3	Dancin' Train + Cupid Shuffle + Space Jam	8-Count, Beat, Bounce, Choreography, Count, Grapevine, Jump, Locomotor Skills, Movement, Non-Locomotor Skills, Respect, Responsibility, Sequence
4	Dancin' Train + Space Jam + Fjaskern	8-Count, Beat, Clockwise, Count, Counter-Clockwise, Line Dance, Movement, Partner, Tempo
5	Trolls September + Fjaskern	8-Count, Beat, Clockwise, Count, Counter-Clockwise, Line Dance, Movement, Partner, Tempo
6	Trolls September + Looking Up	Beat, Bounce, Clockwise, Count, Counter-Clockwise, Leader, Follower, Grapevine, Locomotor Skills, Non-Locomotor Skills, Responsibility, Respect, Sequence
7	Looking Up + Can't Stop the Feeling	8-Count, Beat, Bounce, Count, Diagonally, Grapevine, Jump, Locomotor Skills, Lyric, Non-Locomotor Skills, Responsibility, Respect, Sequence
8	Can't Stop the Feeling + Virginia Reel	Beat, Caller, Calls, Choreography, Count, Cues, Do-Si-Do, Line Dance, Partner, Single-File Line, Skip, Slide, Tempo, Walk
9	Virginia Reel + Hip Hop Virginia Reel	8-Count, Beat, Caller, Charge, Choreography, Collaboration, Count, Creativity, Cues, Follower, Grapevine, Hip Hop, Leader, Movement, Partner, Sequence, Tempo
10	Dance Choice + Hip Hop Virginia Reel	Academic Language Review