# Georgia Southern University

## Health & Physical Education Program

### Unit Plan Format

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<th>Name: Courtney Mitchell</th>
<th>Unit Topic: Dance</th>
<th>Grade Level: 9-12</th>
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<th>Scope &amp; Sequence</th>
<th>Assessment</th>
<th>Equipment/Resources/Facilities</th>
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<td><strong>Standard 1:</strong> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</td>
<td>1. Intro to Steps &amp; Rhythm in Dance</td>
<td>1. Pre-Assessment</td>
<td>- CD Player</td>
</tr>
<tr>
<td>a: Demonstrates competence while performing skills in a variety of settings or activities including sport, rhythms, and other lifetime and recreational activities.</td>
<td>2. Beginner Line Dance - “Train”</td>
<td>2. Self-Assessment on how students felt about learning first dance of the unit</td>
<td>- Video Camera</td>
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<td></td>
<td>5. Advanced Line Dance – “Thriller”</td>
<td>5. Self-Assessment on how students felt about learning all dances in the unit</td>
<td>- Computer</td>
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<td>6. Team Dance-Off</td>
<td>6. Post-Assessment</td>
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</table>

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
</table>
| **Topic:** Intro to Steps & Rhythm in Dance  
**Objective and domain:**  
SWBAT perform the steps & rhythm of the dance at 90% accuracy. (P)  
SWBAT determine why it is important to keep up with the steps and counts of a dance at 90% accuracy. (C)  
SWBAT demonstrate space awareness while dancing in their area (A)  
**Assessment and domain:**  
Pre-Assessment (P, C, A) | **Topic:** “Train Dance” – Beginner Line Dance  
**Objective and domain:**  
SWBAT perform the steps and rhythm of the Train dance at 90% accuracy. (P)  
SWBAT determine why it is easier to break-up and learn dances in 8-counts at least 80% of the time. (C)  
SWBAT demonstrate space awareness while dancing in their area 100% of the class time. (A)  
**Assessment and domain:**  
Assessment on how students felt about learning first dance of the unit (A) |
| Day 3 | Day 4 |
| **Topic:** “Clyattville Shuffle” – Beginner Line Dance  
**Objective and domain:**  
SWBAT perform the steps and rhythm of the Clyattville Shuffle dance at 90% accuracy. (P)  
SWBAT determine how dance is a type of health-related fitness at 90% accuracy. (C)  
SWBAT demonstrate space awareness while dancing in their area. (A)  
**Assessment and domain:**  
Quiz on Dance (C) | **Topic:** “Electric Slide” – Intermediate Line Dance  
**Objective and domain:**  
SWBAT perform the steps and rhythm of the Electric Slide dance with 80% accuracy. (P)  
SWBAT explain & understand how dance is a form of self-expression at 90% accuracy. (C)  
SWBAT express their feelings on the overall unit by the use of an Exit Slip. (A)  
**Assessment and domain:**  
Teacher Assessment (P) |
| Day 5 | Day 6 |
| **Topic:** “Thriller” – Advanced Line Dance  
**Objective and domain:**  
SWBAT perform the steps to Thriller at 80% accuracy. (P)  
SWBAT identify and remember all of the counts, steps and moves to the dance 80%. (C)  
SWBAT work together as a team to perform the dance as a whole. (A)  
**Assessment and domain:**  
Assessment on how students felt about learning all dances in the unit (A) | **Topic:** Team Dance-Off  
**Objective and domain:**  
SWBAT perform the steps and rhythm of the team developed dance at 90% accuracy (P)  
SWBAT identify and remember all of the counts, steps & moves to the team developed dance at 90% accuracy. (C)  
SWBAT work together as a team to perform the team developed dance (A)  
**Assessment and domain:**  
Post-Assessment (P, C, A) |
Contextual Analysis

The Teacher:
1. What do I know about this content?
   A. I know basic dance rules and basic dance sequences for certain line
dances.
2. What experience do I have teaching this content to this grade level?
   A. I have never taught this unit to this particular grade level. I was taught a
dance unit during my undergraduate study at Valdosta State.
3. Where can I go to gain content knowledge?
   A. Web pages for Dance, undergraduate work

The Student:
1. How many will be in this class each time
   A. 16
2. How many and which students have special learning needs
   A. None
3. What are those needs, and what do I know about teaching those students?
   A. N/A
4. What is the typical developmental stage in this class?
   A. My students will range from beginning learners to advanced learners.
   However, this lesson has never been taught at my school.
5. What is the student’s motivation to learn this content?
   A. Students will enjoy learning these skills, as well as pushing themselves to
master these dances. I believe that my students will want to learn more dances
after the unit is over.

The Content:
1. What is the expected range of ability in knowledge of this content?
   A. Most students should show development in progression of steps and
learning 8-counts quicker to some degree whether it be a small or large
amount.
2. What do students at this age/stage need to know about this content?
   A. Students know what dancing is, however most, if not all, have never had
any sort of dance classes.
3. What specific content should be covered in this unit?
   A. Intro to Steps & Rhythm in Dance, Beginner Line Dance –Train, Beginner
Line Dance – Clyattville Shuffle, Intermediate Line Dance – Electric Slide,
Advanced Line Dance -Thriller, Team Dance-Off
4. In what order should the content be learned?
   A. I will start with the simplest form of dance cues, and move into more
advanced techniques such as Beginner dances, Intermediate dances, and to
more complex/advanced dances.
5. Will I need to modify the content to meet the student's abilities?
   A. Yes, I have made modifications and alterations to the model and tasks to
ensure student success during this unit.
6. How long should it take most students to learn each part of the unit?

A. It should take them the duration of each lesson for students to learn the
dance that is being taught.

7. What learning goals should the students pursue?
   A. Learning Dance and the basic cues of dancing so that they will want to learn
   more dances in the future.

8. How can I assess that learning?
   A. Pre- and Post- Assessments, Exit Slips, Checklists and Teacher Observation

Available Resources:
1. How many lessons will the unit include?
   A. 6

2. How many actual minutes are available for instruction in this class?
   A. 40 minutes

3. How much content can students reasonably learn in that amount of time?
   A. At least 3/4 cues for the given task

4. What is my teaching area for this unit?
   A. Indoor Gym/Wrestling room

5. How many stations, courts, fields, etc. can the area accommodate?
   A. 1

6. What equipment do I have for this unit?
   A. Music, CD player, Video Camera, Projector, and Computer

7. What is the ratio of equipment to student?
   A. Class as a whole

8. Do I have to modify equipment for safe effective usage?
   A. No

9. Will I have any assistance?
   A. No
Rationale

The goal of this Dance Unit is to promote life skills, improve fitness, and promote positive social interaction with peers. There are several life skills that can be taught through dance such as goal setting, perseverance through challenges, self-expression, social interaction, higher rates of active participation, holding other students accountable, and critical thinking. Using cooperative learning throughout a dance unit improves social learning, as well as physical achievement. I believe that using this particular model has given my students a new found appreciation for their peers. Students will realize that everyone does not learn the same and there is nothing wrong with that. It is my goal to modify dance steps to ensure student success throughout this unit. I started this unit with introducing steps and rhythm in dance, then progressing into beginner style dances, then working towards more intermediate level dances to complex and advanced dances. It is imperative to lay the groundwork starting with beginner dance moves and working to more complex dance moves. It is important that students are aware of how to positively interact with one another to ensure active learning and student success. I hope that through their peer teachings, the students will gain an appreciation for different learning styles of each individual. By the end of the unit, students will know dance etiquette, the steps and rhythms necessary to be successful in dance, and a complete dance in its entirety. Students will understand the importance of practicing the steps and moves until the point of mastery has been achieved. The Cooperative Learning model is one of the most recognized instructional models in education worldwide. It was once known as Student Team Learning (STL). This model ensures team rewards, individual accountability, and equal opportunities for success for all students. Cooperative Learning has been the focus of an enormous number of research studies in the past two decades. Dyson (2005) cited a number of benefits for students in this model. His research found that this model improves social reasoning, increases interpersonal skills, higher rates of active participation, improved motor skills and game strategies, increased tendency to help others improve their skills, increased self-responsibility for learning, and increased willingness to hold each student accountable. Slavin (1995) studies found that Cooperative Learning groups had significantly better achievement gains than counterparts who had some other form of instruction. Slavin also found that this learning can be effective at any age or subject. Yoder’s research in 1993, found that Cooperative Learning in dance units improved both social learning and achievement. It makes sense that any group of students will achieve more when they work together than when they work individually and that their social development is greatly enhanced by that process----giving strong intuitive validation for the use of Cooperative Learning in physical education classrooms. It is my ultimate goal that students will observe and attempt a variety of different learning styles to achieve a common goal. I believe this cooperative dance unit will be successful. I will implement more Cooperative lessons in my physical education class this fall.

Learning Goals:
In the Psychomotor domain, students will perform the steps and rhythm of several dances such as the Train Dance, Clyattville Shuffle, Electric Slide, and the Thriller. By the end of the unit, students will be able to break up dances and learn dances in 8-counts. Cognitively, students will be able to explain how dance is a form of expression. Students will also be able to explain why it is important to break up and learn dances in 8-counts. Effectively, I expect my students to always work well together in their group setting, but also when they are competing against other teams.

Content Outline:
1. Intro to Steps & Rhythm in Dance
2. Beginner Line Dance – “Train”
3. 1 Wall Beginner Line Dance – “Clyattyville shuffle”
4. 4 Wall Intermediate Line Dance – “Electric Slide”
Cooperative Learning Lesson Plan

Teacher: Courtney Mitchell  Date:  7/9/2019

Grade(s): 9-12th  Number of students: 16

Lesson content:  Line Dance-Train Dance  Lesson # 2 of 6

Skills and knowledge already developed by students: Students know what the idea of dancing is. However, most, if not all, students have never had any sort of dance lesson with any type of choreography.

What happened during the last lesson?:

In the previous lesson, students learned Intro to Moving to the Beat and Mirroring.

Lesson objective(s):

<table>
<thead>
<tr>
<th>Domain</th>
<th>Performance</th>
<th>Situation</th>
<th>Criteria</th>
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</table>
| 1        | Psychomotor  
Perform the correct steps and rhythm of the Train line dance with 90% accuracy. (Psychomotor) | Individually and within their group setting. | During an entire class dance with 90% accuracy         |
| 2        | Cognitive  
Determine why is it easiest to break-up and learn dances in 8-counts | Assessed in Question/Answer Session in the lesson closure | At least 80% of the time                               |
| 3        | Affective  
Students will demonstrate proper space awareness while dancing in their designating area | During an entire class dance        | 100% of the class time                                |

NASPE or state standard targeted. Indicate standard(s) and number(s), and write out standard(s):

PEHS.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
   a. Demonstrates competency while performing skills in a variety of settings or activities including sport, rhythms, and other lifetime and recreational activities
   b. Performs skills at a level of competency, contributes to health related fitness.

PEHS.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
   a. Identifies concepts that apply to the movement and sport skills being practiced

PEHS.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social–interaction
   a. Identify physical activities that provide personal meaning and explain why they provide such meaning

Assessment for measuring lesson objectives: Assessment on how students felt about learning first dance of the unit (Affective)

My goal for improving my teaching in this lesson: I will aim to provide more feedback to each group, especially when it comes to their teamwork and how they are working together. I want my students to become more self-confident while performing these dances.

Equipment and resources needed: CD Player, Music, Video and Camera

Inclusion or alternate activities for students with special needs: N/A

Review and closure: Students, today we learned how to perform a beginners line dance to “Train Slide”. How did you feel about today’s lesson? How did you rely on everyone from your team to learn your specific section of the dance? How did you as an individual help your teammates to be successful?
<table>
<thead>
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<th>Time</th>
<th>Class Segments (add more if needed—start typing below the first line)</th>
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</table>
| 4 mins. | **Instant Activity (if planned):**  
Review: Students must learn how to feel the rhythm through the beat of music. There are many ways to practice recognizing and maintaining rhythms:  
1. Have students sit in a circle with their legs together in front of them. As the music plays, students will tap their legs to the beat of the music.  
2. Students clap their hands, snap their fingers, and stomp their feet to the beat of the music. To increase the challenge, have the students clap every fourth beat or on certain words. | Music will be playing as the students enter the class. |
| 2 mins. | **Opening Management:**  
After completion of the instant activity, students will gather together in front of the teacher. Each team will consist of roughly 4 to 5 students per team, depending on class size. | |
| | **Set Induction:**  
Yesterday, you learned the introduction to steps & rhythm in dance. We learned that instead of free-form dancing, we can actually put together a specific amount of ‘counts’ to perform dances.  
I know that some of you young ladies have taken dance classes before when you were younger, and some of you may even still be participating in them now after school as extracurricular activities. Throughout this unit, we will learn the steps to a few line dances and use dance terms/techniques throughout, using some of the steps that we learned in Lesson 1.  
Does anyone know how dancers typically piece together dance steps in their heads when they are performing them? 8-counts! | Students will be sitting in a group, facing the teacher. |
Can anyone name a dance that they know that you can use 8-counts on?

Today, we will put the skills that you learned to use and perform the “Train” a Beginners Line Dance.

Here are the cues that we are working on today:
- Count out loud or in your head
- 1, 2, 3, 4, 5, 6, 7, 8
- Remember that different songs have different speed
- Stay as a group

Students will be broken into 3 groups of 4-5 students each (depending on # of students present in class). Play the song for the groups as they are pairing together, so that they can hear the song, and think of how their 8-counts will fit into the music.

<table>
<thead>
<tr>
<th>5 mins.</th>
<th>Framing CL Task 1: Teams, Task/Project, Resources, Assessment, and CFU</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Teams will be spread out into their respective groups.</td>
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<tr>
<td></td>
<td>Provide each team with a step copy of which specific 8-count portion that they have been assigned.</td>
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<tr>
<td></td>
<td>Teacher observing each group to see if they are on task, and checking for cues. Teacher will answer any questions if they come up from any of the groups.</td>
</tr>
</tbody>
</table>

Count & Description

**Team 1 (1-8):**
The dance begins with all dancers standing with the feet shoulder width apart.
Counts 1 & 2: Right elbow punches out to the right side (2 Punches).
Counts 3 & 4: Left elbow punches out to the right side (2 Punches).
Counts 5 & 6: Right elbow pulled straight down toward the floor (2 pulls).
Counts 7 & 8: Left elbow pulled straight down toward the floor (2 pulls).
Part one of the “Train.”

**Team 2 (1-8):**
Counts 1 & 2: Place left hand under the right elbow and pull downward twice (choo-choo).
Counts 3 & 4: Lean forward and roll the arms, one over the other twice.
Counts 5 & 6: Place right hand under the right elbow and pull downward twice (choo-choo).
Counts 7 & 8: Lean forward and roll the arms, one over the other twice.
Part two of the “Train.”

**Team 3 (1-8):**
Count 1: Step diagonally forward to the left with the left foot.
Count 2: Bring the right foot to the left foot and stomp.
Count 3: Step diagonally forward to the right with the right foot.
Count 4: Bring the left foot to the right and stomp
Count 5: Step diagonally back to the left with the left foot
Count 6: Bring the right foot to the left and stomp
Count 7 & 8: Step backward with the right foot and stomp with the left foot while making a quarter turn to the right.

<table>
<thead>
<tr>
<th>CL Strategy to Be Used (Write in Any Special Rules)</th>
<th>Team-Assisted Instruction</th>
</tr>
</thead>
</table>

**1 min.**

**Transition**

Good job…Time is up! We will now begin the Team Teaching portion of the dance line called the, “Train”. Before we get started on the next part of the lesson I’ll ask these questions. How many of you feel confident that you’ve completely learned your group’s 8-count? Do you feel confident in presenting your 8-count to the rest of the class? Okay awesome! I’m so happy some of you have mastered that part of the dance.

Alright, everyone gather together here at center court and sit with your group. Spread out arms-length apart and have a seat. We will start with Team 1, then Team 2 and piece those 2 together. Then we will add Team 3’s steps and piece them together. We will have created 24 steps total! This will be the correct sequence of the dance, piecing together all four 8-counts.

**Students will remain in their groups when the teachers ask the question. Students will then come together as a group.**

<table>
<thead>
<tr>
<th>Framing CL Task 2: Teams, Task/Project, Resources, Assessment, and CFU</th>
<th>Team 1 &amp; Team 2 teach:</th>
</tr>
</thead>
</table>

Each team will have at least 6 minutes to present their assigned 8-Count of “Train” to the rest of the class. The teams will perform their 8-counts together as a group. The rest of the class will sit and observe that portion of the dance the first 3 times that the 8-count is presented by that group. The presenting team will then ask for a show of hands of the seated students, of everyone that thinks they could perform the 8-count. For the remaining time in this section of the lesson, the rest of the class will be standing up, arms-length apart and trying to learn the 8-count while being led by the respective team.

**Teacher observation for each Team that is presenting and their correct steps, and will step in as needed, because we don’t want them learning the wrong steps. Teacher will answer any questions that arise.**

<table>
<thead>
<tr>
<th>Presenting group</th>
<th>Group 1</th>
<th>Learners</th>
<th>Group 2 &amp; 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting group</td>
<td>Group 2</td>
<td>Learners</td>
<td>Group 1 &amp; 3</td>
</tr>
<tr>
<td></td>
<td>Group 1</td>
<td></td>
<td>Group 2</td>
</tr>
</tbody>
</table>

**CL Strategy to be Used (write in any special rules)**
Team-Assisted Instruction

**1 mins.**
**Transition**
Now that we have learned the first two sets of 8-counts we will piece them together. 3 or 4 attempts, depending on student grasp of piecing the 8-counts together.

**6 mins.**
**Framing CL Task 3: Teams, Task/Project, Resources, Assessment, and CFU**
Team 3 teach:
Team 3 will have at least 6 minutes to present their assigned 8-Count of “Train” to the rest of the class. Team 3 will perform the 8-counts together as a group. The first 3 times that the 8-count is performed will be with the rest of the class sitting and watching so that everyone can see. Team 3 will then ask for a show of hands from the seated students, of everyone that

thinks they could perform the 8-count. For the remaining time in this section of the lesson, the rest of the class will be standing up, arms-length apart and trying to learn the 8-count while being led by the respective team.

Presenting group
Group 3 ✭✭✭✭✭

Learners
Group 1 & 2 ✭✭✭✭✭✭✭✭

Group 1 ✭
Group 2 ✭
Group 3 ✭

CL Strategy to be Used (write in any special rules)
Team-Assisted Instruction

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1 mins. | **Transition**  
Now that we have learned all four sets of 8-counts we will piece them together. 3 or 4 attempts, depending on student grasp of piecing the 8-counts together. |
| 1 mins. | **Transition**  
Now that we have learned all three sets of 8-counts we will piece them together. 3 or 4 attempts, depending on student grasp of piecing the 8-counts together. |
| 5 mins. | **Framing CL Task 5: Teams, Task/Project, Resources, Assessment, and CFU**  
Each team will divide back up into their respective groups and have 5 minutes to try and piece together all of the other 8-counts that they learned in the previous task from the other teams.  
Teacher observing each group to see if they are on task, and checking for cues. Teacher will answer any questions if they come up from any of the groups. |
<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CL Strategy to be Used (write in any special rules)**
Team-Assisted Instruction

**1 min.**
**Transition**
Time's up! I need everyone to gather around and spread out arms lengths apart from each other to ensure that you have enough space. Now, we will perform the Train Line Dance together as a class. The primary focus is for everyone to be able to piece together all of the 8-counts that they taught, and learned throughout the lesson. Remember to either count in your head, or softly to yourself an 8-count to help you remember the steps and what’s coming next.

We will perform the 24-count twice with no music, and then perform the dance as a beginners line dance.

Good luck!

**6 mins.**
**Framing CL Task 6: Teams, Task/Project, Resources, Assessment, and CFU**

Now that all teams have been taught the remaining steps of the dance by their peers, students will have the chance to put all 24-counts together as an entire class. The primary focus of this task is for each student to piece together each of the separate 8-counts that

Teacher circulating the dance floor and checking for use of cues and correct dance steps. Teacher will be available to answer any questions if needed.

they learned during the class. The best way to learn this, is to try and piece it all together as a class. During this time, students will all be spread out evenly.

If a student gets off rhythm or forgets the steps to the dance they can look around at their peers for guidance on getting back on track. The teacher will be constantly moving around and offering positive and corrective feedback to students while they are performing the respective dance. Students should know and understand now why it is easier to learn dances in 8-counts, rather than trying to learn ALL 24 steps all at once.

The 24-count will be performed twice with no music. Then, students will perform the dance and piece it together.

Diagram 1, 2, & 3 working together on all 8-counts

CL Strategy to be Used (write in any special rules)
Team-Assisted Instruction

2 mins.  
Transition:  
Good job with really mastering all of those 8-counts then putting it all together to perform a full 24-count dance to “Train”. I really liked how you were all aware of your surroundings

Teacher checking for understanding of cues used during “Train”
- Count out loud or in your head
- 1, 2, 3, 4,
while performing the dance and not bumping into each other. I thought all of you encouraged your classmates throughout the lesson.

Tomorrow, we will be learning another line dance called, Clyattville Shuffle!

Exit Slip: I have a sheet for each of you to fill out before you leave. Once you have it completed, dress out.

5, 6, 7, 8
● Remember that different songs have different speed
● Stay as a group
“Train” Dance Assessment

Name: ____________________________________________

Please select:
SA: Strongly Agree
A: Agree
D: Disagree
SD: Strongly Disagree

Since this is the first line dance of our dance unit it is everything that you thought it would entail. _____

I enjoyed the first lesson and dance of this dance unit. _____

I contributed to the overall efficiency of my individual team. _____

My team and I effectively taught the class our respective 8-counts, accurately and effectively. _____

My classmates in the other groups taught the class their respective 8-counts, accurately and efficiently. _____

My team and I were allotted enough time to learn our individual respective 8-counts. _____

The class as a whole were allotted enough time per Team, to learn each of the other 8-counts. _____

I perfected the entire 24-counts by the time we pieced everything together, and we included music. _____

It seemed as though the class perfected the entire 24-counts by the time everything was pieced together, and included the music. _____

I am looking forward to learning the Clyattville Shuffle dance tomorrow. ____________

Cooperative Learning Lesson Plan

Teacher: Courtney Mitchell  Date: 7/9/2019

Grade(s): 9-12th  Number of students: 16

Lesson content: Line Dance-Clyattville Shuffle  Lesson # 3 of 6

Skills and knowledge already developed by students: Students know what the idea of dancing is. However, most, if not all, students have never had any sort of dance lesson with any type of choreography.

What happened during the last lesson?: Students know what the idea of dancing is. Students learned the “Train” line dance yesterday.

Lesson objective(s):

<table>
<thead>
<tr>
<th>Domain</th>
<th>Performance</th>
<th>Situation</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Psychomotor</td>
<td>Perform the steps and rhythm of the Clyattville Shuffle dance at 80% accuracy</td>
<td>Individually and within their group setting.</td>
</tr>
<tr>
<td>2</td>
<td>Cognitive</td>
<td>Determine how dance is a type of health-related fitness</td>
<td>In a quiz at the end of class</td>
</tr>
<tr>
<td>3</td>
<td>Affective</td>
<td>Students will demonstrate proper dance</td>
<td>During an entire class</td>
</tr>
</tbody>
</table>

NASPE or state standard targeted. Indicate standard(s) and number(s), and write out standard(s):

**PEHS.1**: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
   a. Demonstrates competency while performing skills in a variety of settings or activities including sport, rhythms, and other lifetime and recreational activities
   b. Performs skills, which at a level of competency, contributes to health related fitness.

**PEHS.2**: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
   a. Identifies concepts that apply to the movement and sport skills being practiced
   b. Identify physical activities that provide personal meaning and explain why they provide such meaning

Assessment for measuring lesson objectives: Students will complete a Quiz on Clyattville Shuffle Dance (Cognitive)

My goal for improving my teaching in this lesson: I would like to have as little intervention as possible, but knowing and understanding when I need to step in to help my students master the dance.

Equipment and resources needed: CD player, Music, Video Camera

Inclusion or alternate activities for students with special needs: N/A

Review and closure: Students, today we learned how to perform a Line Dance to “Clyattville Shuffle”. What were the cues for the lesson? How did you rely on everyone from your team to learn your specific section of the dance? How did you as an individual help your teammates to be successful?
<table>
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<th>Time</th>
<th>Class Segments (add more if needed—start typing below the first line)</th>
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<tbody>
<tr>
<td>5 mins.</td>
<td><strong>Instant Activity (if planned):</strong> Students will do 20 Jumping Jacks and run 1 lap around the gym. Students will complete 2 rounds of these exercises to increase student heart rate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Opening Management:</strong> After completion of warm-ups, students will come together and face the teacher. Teams will be at least 4-5 students per team, depending on class size.</td>
<td></td>
</tr>
<tr>
<td>2 mins.</td>
<td><strong>Set Induction:</strong> Yesterday, you learned the “Train” dance. Today, we will put to test some of the skills and dance steps that you have learned throughout the unit thus far. How many counts do we use to remember our dance steps? 8-Count! Who has ever heard of the Clyattville Line dance? Awesome! One thing to know about this dance is that it is a faster pace dance, so remember to keep those 8-counts in your head when performing your steps so that you can keep up! Break students up into 4 groups of approximately 4-5 students per group (depending on # of students in class that day). Play the song for the groups as they are pairing together, so that they can hear the song, and think of how their 8-counts will fit into the music</td>
<td>Students will be sitting in a group, facing the teacher.</td>
</tr>
<tr>
<td>5 mins.</td>
<td><strong>Framing CL Task 1: Teams, Task/Project, Resources, Assessment, and CFU</strong> There are 4 teams assigned during this task. Each team will be assigned an 8-count instructional card for the Clyattville Shuffle Dance. First 8 (Team 1), Second 8 (Team 2), Third 8 (Team 3), Fourth 8 (Team 4) - 32 Total Steps. Once your team has been assigned their respective 8-count, you will have 5 minutes to work together and learn the 8-count. After time is up, the class will come together as a whole, and each team</td>
<td>Teams will be spread out into their respective groups. Provide each team with a step copy of which specific 8-count portion that they have been assigned.</td>
</tr>
</tbody>
</table>
will have 5 minutes to present their respective 8-count steps to the rest of the class. If you or your group have any questions, need further clarification, or concerns please don’t hesitate to ask. I will be more than happy to assist you throughout the class period.

Clyattville Shuffle Dance
Count & Description

**Team 1 (1-8):**

1st Eight count
1-4: Step right (1), slide left (2), step right (3), slide left again and clap (4)
5-6: Step left (5), slide right (6), step left (7), slide right again and clap (8)

**Team 2 (9-16):**

2nd Eight count
1-4: Step right (1), slide left (2), step right (3), slide left again and clap (4)
5-6: Step left (5), slide right (6), step left (7), slide right again and clap (8)

**Team 3 (17-24):**

3rd Eight count
1,2: Gallop to the right with right foot while dribbling hands
3,4: Gallop to the left with left foot while dribbling hands
5,6: Gallop to the right again remembering to dribble
7,8: Gallop to the left again remembering to dribble

**Team 4 (25-32):**

4th Eight count
1,2: Step with the left foot forward and pivot to the right (Right knee should be bent and off the ground)
3,4: Step with the right foot forward and pivot back to the left (Left knee up and off the ground)
5: Bring left foot next to the right
6: Jump with both feet in the air and make a quarter turn to the right
7: Land with both feet together
8: pause on 8

Teacher observing each group to see if they are on task, and checking for cues. Teacher will answer any questions if they come up from any of the groups. 

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>🌟🌟🌟🌟</td>
<td>🌟🌟🌟🌟</td>
<td>🌟🌟🌟🌟</td>
<td>🌟🌟🌟🌟</td>
</tr>
</tbody>
</table>

**CL Strategy to be Used (write in any special rules)**
Team-Assisted Instruction

**1 min.**
**Transition**
Our time is up! We will now begin the Team Teaching portion of the dance, Clyattville Shuffle. Before we get started on the next part of the lesson I’ll ask these questions. How many of you feel confident that you’ve completely learned your group’s 8-count? Do you feel confident in presenting your 8-count to the rest of the class? Okay awesome! I’m so happy some of you have mastered that part of the dance.

Alright, everyone gather together here at center court and sit with your group. Spread out arms-length apart and have a seat. We will start with Team 1, then Team 2 and piece these 2 together. Then we will add Team 3’s steps and piece them together. Lastly, Team 4 will present the last 8-count and we will create 32-counts total! This will be the correct sequence of the dance, piecing together all four 8-counts.

**6 mins.**
**Framing CL Task 2: Teams, Task/Project, Resources, Assessment, and CFU**
Team 1 & Team 2 teach:
Each team will have at least 6 minutes to present their assigned 8-Count of Clyattville Shuffle to the rest of the class. The teams will perform the 8-counts together as a group. The rest of the class will sit and observe that portion of the dance the first 3 times that the 8-count is presented by that group. The presenting team will then ask for a show of hands of the seated students, of everyone that thinks they could perform the 8-count. For the remaining time in this section of the lesson, the rest of the class will be standing up, arms-length apart and trying to learn the 8-count while being led by the respective team. Steps 1 & 2 are identical. This step should go by quicker than Group 3 & 4 will.

Students will remain in their groups when the teachers ask the question. Students will then come together as a group.

Teacher observation for each Team that is presenting and their correct steps, and will step in as needed, because we don’t want them learning the wrong steps. Teacher will answer any questions that arise.

<table>
<thead>
<tr>
<th>Presenting group</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td>Group 2, 3, &amp; 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CL Strategy to be Used (write in any special rules)**

- Team-Assisted Instruction

<table>
<thead>
<tr>
<th>2 mins.</th>
<th>Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Now that we have learned the first two sets of 8-counts we will piece them together. 3 or 4 attempts, depending on student grasp of piecing the 8-counts together.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7 mins.</th>
<th>Framing CL Task 3: Teams, Task/Project, Resources, Assessment, and CFU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Team 3 teach:</td>
</tr>
</tbody>
</table>
Team 3 will have at least 5 minutes to present their assigned 8-Count of Clyattville Shuffle to the rest of the class. Team 3 will perform the Clyattville Shuttle 8-counts together as a group. The rest of the class will sit and observe that portion of the dance the first 3 times that the 8-count is presented by that group. The presenting team will then ask for a show of hands of the seated students, of everyone that thinks they could perform the 8-count. For the remaining time in this section of the lesson, the rest of the class will be standing up, arms-length apart and trying to learn the 8-count while being led by the respective team.

Presenting group
Group 3

Learners
Group 1, 2, 4

CL Strategy to be Used (write in any special rules)
Team-Assisted Instruction

2 mins. Extension
Now that we have learned the first three sets of 8-counts we will piece them together. 3 or 4 attempts, depending on student grasp of piecing the 8-counts together.

5 mins. Framing CL Task 4: Teams, Task/Project, Resources, Assessment, and CFU
Team 4 teach:
Team 4 will have at least 5 minutes to present their assigned 8-Count of Clyattville Shuffle to the rest of the class. Team 4 will perform the 8-counts together as a group. The rest of the class will sit and observe.
that portion of the dance the first 3 times that the 8-count is presented by that group. The presenting team will then ask for a show of hands of the seated students, of everyone that thinks they could perform the 8-count. For the remaining time in this section of the lesson, the rest of the class will be standing up, arms-length apart and trying to learn the 8-count while being led by the respective team.

<table>
<thead>
<tr>
<th>Presenting group</th>
<th>Group 4</th>
<th>★ ★ ★ ★</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td>Group 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>Group 1</td>
<td>★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★</td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td>★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★</td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td>★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★</td>
<td></td>
</tr>
<tr>
<td>Group 4</td>
<td>★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★</td>
<td></td>
</tr>
</tbody>
</table>

**CL Strategy to be Used (write in any special rules)**
Team-Assisted Instruction

** transition**
Now that we have learned all four sets of 8-counts we will piece them together. 3 or 4 attempts, depending on student grasp of piecing the 8-counts together.

**CL Strategy to be Used (write in any special rules)**
Jigsaw

<table>
<thead>
<tr>
<th>2 mins.</th>
<th>Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 mins.</td>
<td>Transition</td>
</tr>
</tbody>
</table>
Awesome Job!! I need everyone to gather around and spread out arms lengths apart from each other to ensure that you have enough space. Now, we will perform the Clyattville Shuffle Line Dance together as a whole class. The primary focus is for everyone to be able to piece together all of the 8-counts that they taught, and learned throughout the lesson. Remember to either count in your head, or softly to yourself an 8-count to help you remember the steps and what’s coming next.

We will perform the 32-count twice with no music, and then perform the dance as a 4-wall dance.

Good luck!

<table>
<thead>
<tr>
<th>4 mins.</th>
<th><strong>Framing CL Task 6: Teams, Task/Project, Resources, Assessment, and CFU</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Now that all teams have been taught the remaining steps of the dance by their peers, students will have the chance to put all 32-counts together as an entire class. The primary focus of this task is for each student to piece together each of the separate 8-counts that they learned during the class. The best way to learn this, is to try and piece it all together as a class. During this time, students will all be spread out evenly.</td>
</tr>
<tr>
<td></td>
<td>If a student gets off rhythm or forgets the steps to the dance they can look around at their peers for guidance on getting back on track. The teacher will be constantly moving around and offering positive and corrective feedback to students while they are performing the respective dance. Students should know and understand now why it is easier to learn dances in 8-counts, rather than trying to learn ALL 32 steps all at once. The 32-count will be performed twice with no music. Then, students will perform the dance and piece it together as a 4-wall dance.</td>
</tr>
</tbody>
</table>

Teacher circulating the dance floor and checking for use of cues and correct dance steps. Teacher will be available to answer any questions if needed.
Diagram:
All students working together to master all 8-counts taught

2 mins.   **Transition**

Great work with really nailing down all of those 8-counts to put it together to a full 32-count dance to Clyattville Shuffle. I really liked how you were all aware of your surroundings while performing the dance and not bumping into each other, even though this dance was a faster one!

Tomorrow, we will be learning another line dance called, Electric Slide!

I have a sheet for each of you to fill out before you leave. Once you have it completed, dress out.
Quiz – Clyattville Shuffle Line Dance:

Circle the correct answer to the questions:

1: Define what Dance is.

_________________________________________________________________________________________

**Teacher Answer Key:** Dance is a way for people to learn how organized movement is used to express thoughts & feelings about themselves.

2: To what number do we split up dances into in order to learn it? __________________________

**Teacher Answer Key:** 8-Count

3: How many 8-counts are in a 32-count dance, such as the dances that we have learned, Clyattville Shuffle?

_________________

4. How many 8-counts are in a 24-count dance, such as the dances that we have learned, Train dance?

**Teacher Answer Key:** There are 4, 8-Counts in a 32-Count Dance

**Teacher Answer Key:** There are 3, 8-counts in a 24-Count Dance

5: What does dancing do for our bodies?
   a. Gets our heart rate up for great exercise
   b. Helps our overall coordination
   c. Helps us live a healthier lifestyle
   d. All of the above

**Teacher Answer Key:** D. All of the above

Dance Unit: Affective Assessment

Name: 

Date: 

Today in physical education class we

Something new I learned today (cognitive or understanding and applying) was:

Today I felt:

How did I interact (affective or cooperation and responsibility domain) with classmates today?

How do I rate my psychomotor (moving and doing) dance performance?

My goals for next class are:
Teacher response:
### South Carolina Physical Education Assessment Program

#### High School Aerobic Dance

**Summary Score Sheet**

<table>
<thead>
<tr>
<th>School:</th>
<th>Date Collected:</th>
<th>Class</th>
<th>Teacher:</th>
<th>Semester:</th>
<th>Period:</th>
</tr>
</thead>
</table>

- Students must appear on this sheet in the order in which they appear on the video recording.
- All students on the official roster must either appear on this score sheet or have a G-1, signed by a school official in addition to the teacher of record.

<table>
<thead>
<tr>
<th>Student #</th>
<th>Student Name</th>
<th>Student Gender</th>
<th>Quality of Movement</th>
<th>Rhythm/timing</th>
<th>Transitions</th>
<th>Follows Demos</th>
<th>Intensity</th>
<th>Total (0-20)</th>
<th>Level (0-4)</th>
</tr>
</thead>
</table>

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Cooperative Learning Lesson Plan

Teacher: Courtney Mitchell  Date: 7/9/2019
Grade(s): 9th-12th  Number of students: 16
Lesson content: Line Dance-Electric Slide  Lesson # 4 of 6

Skills and knowledge already developed by students: Students have learned the basics of steps and rhythm in dance. Students have already mastered two other dances: “Train” and “Clyattville Shuffle”.

What happened during the last lesson?: In the previous lesson, students learned 32-count steps to Clyattville Shuffle

<table>
<thead>
<tr>
<th>Domain</th>
<th>Performance</th>
<th>Situation</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Psychomotor</td>
<td>Perform the steps and rhythm of the Electric Slide dance at 80% accuracy</td>
<td>Individually and within their group setting.</td>
<td>At least 80% of the time</td>
</tr>
<tr>
<td>2 Cognitive</td>
<td>Explain &amp; understand how dance is a form of self-expression</td>
<td>Question &amp; Answer session at the end of the class.</td>
<td>At 80% accuracy</td>
</tr>
<tr>
<td>3 Affective</td>
<td>Students will demonstrate proper space awareness while dancing in their designating area. Students will also give</td>
<td>During an entire class dance</td>
<td>100% of the class time.</td>
</tr>
</tbody>
</table>
me feedback on how they felt about the lesson.

NASPE or state standard targeted. Indicate standard(s) and number(s), and write out standard(s):

PEHS.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
   a. Demonstrates competency while performing skills in a variety of settings or activities including sport, rhythms, and other lifetime and recreational activities
   b. Performs skills which at a level of competency, contributes to health related fitness.

PEHS.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
   a. Identifies concepts that apply to the movement and sport skills being practiced

PEHS.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social–interaction
   c. Identify physical activities that provide personal meaning and explain why they provide such meaning

My goal for improving my teaching in this lesson: To try and provide positive/corrective feedback to every student in the class at least once during the lesson. I want to make sure to encourage all students to continue to do their best throughout the lesson.

Exit Slip on overall thoughts and feelings about the Dance Unit (Affective)

Equipment and resources needed: CD player, Music, Video Camera

Inclusion or alternate activities for students with special needs: N/A
Review and closure: Students, today we learned how to perform the “Electric Slide”. What were the cues for the lesson? How did you rely on everyone from your team to learn your specific section of the dance? How did you as an individual help your teammates to be successful? Tomorrow, we will be learning –Thriller. Thriller is one of the hardest line dances that we will cover in this Dance Unit. Be ready! ☺
<table>
<thead>
<tr>
<th>Time</th>
<th>Class Segments (add more if needed—start typing below the first line)</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 5 mins. | **Instant Activity (if planned):**  
Students will perform 20 jumping jacks, 10 burpees, and 2 laps around the outer perimeter of the gym. |                                                                     |
|        | **Opening Management:**  
After completion of warm-ups, students will come together and face the teacher. Teams will be at least 4-5 students per team, depending on class size. |                                                                     |
| 2 mins. | **Set Induction:**  
Yesterday, you learned the Clyattville Shuffle line dance.  
Today, we will put to test some of the skills and dance steps that you have learned throughout the unit thus far.  
As a reminder, how many counts do we use to remember our dance steps? 8-Count!  
Who has ever heard of the Electric Slide Line dance – It’s one of the most popular line dances of all time! ☺  
Here are the cues that we are working on today:  
Grapevine Right  
Grapevine Left  
Back-Step Right  
Forwards Tap  
Backwards Tap  
¼ Turn  
Break students up into 4 groups of 4-5 students each (depending on # of students in class that day). Play the song for the groups as they are pairing together, so that they can hear the song, and think of how their 8-counts will fit into the music | Students will be sitting in a group, facing the teacher. |
### Framing CL Task 1: Teams, Task/Project, Resources, Assessment, and CFU

There are 3 teams assigned to an 8-count. Each team will be assigned an 8-count instructional card for the Electric Slide Dance. First 8 (Team 1), Second 8 (Team 2), and Third 8 (Team 3). Once your team has been assigned their respective 8-count, you will have 5 minutes to work together and learn the 8-count. After time is up, the class will come together as a whole, and each team will have 5 minutes to present their respective 8-count steps to the rest of the class. If you or your group have any questions, need further clarification, or concerns please don’t hesitate to ask. I will be more than happy to assist you throughout the class period.

<table>
<thead>
<tr>
<th>Count &amp; Description</th>
<th>Team 1 (1-8):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1-4)</strong> Step to the right with your right foot, slide left foot together with your right (1.2) Step to the right again with your right foot, slide left foot together with your right and clap on 4(3,4)</td>
<td></td>
</tr>
<tr>
<td><strong>(5-8)</strong> Step to the left with your left foot, slide right foot together with your left (5,6) Step to the left again with your left foot, slide right foot together with your right and clap on 8(7,8)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team 2 (1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1-4)</strong> Step back with your right foot, slide left foot back beside your right (1,2) Step back again with your right foot, slide left foot back beside your right (3,4)(make sure to get your hips involved)</td>
</tr>
<tr>
<td><strong>(5-8)</strong> Step forward with your left foot (5) Bend over, touch the ground and tap right foot beside left (6) stand up and step back with right foot (7) Tap left foot beside your right (8)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team 3 (1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1-4)</strong> Step forward with left foot (1) Brush the ground beside your left foot with right foot while making a quarter turn (2) bring up even with your waist (3) then place your right foot beside your left(4)</td>
</tr>
<tr>
<td>Once facing a new direction or wall, start dancing over, repeating all steps. You can also incorporate the <strong>grapevine</strong> into this dance.</td>
</tr>
</tbody>
</table>

Teams will be spread out into their respective groups.

Provide each team with a step copy of which specific 8-count portion that they have been assigned.

Teacher observing each group to see if they are on task, and checking for cues. Teacher will answer any questions if they come up from any of the groups.

---

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ ★ ★ ★</td>
<td>★ ★ ★ ★</td>
<td>★ ★ ★ ★</td>
</tr>
</tbody>
</table>

**CL Strategy to be Used (write in any special rules)**
Team-Assisted Instruction

1 min. **Transition**
Time is up. We will now begin the Team Teaching portion of the dance, Electric Slide. Before everyone comes together, I want each team to raise their hand if they think that they have completely learned their 8-count, and think that they are ready to present to the rest of the class. Ok awesome!

Alright, everyone gather together here at center court and sit with your group. Spread out arms-length apart and have a seat. We will start with Team 1, then Team 2 and piece those 2 together. Then we will add Team 3’s steps and piece them together. This will be the correct sequence of the dance, piecing together all four 8-counts.

8 mins. **Framing CL Task 2: Teams, Task/Project, Resources, Assessment, and CFU**
Team 1 & Team 2 teach:
Each team will have at least 5 minutes to present their assigned 8-Count of Electric Slide to the rest of the class. The teams will perform the 8-counts together, and not individually. The first 3 times that the 8-count is performed will be with the rest of the class sitting and watching so that everyone can see. The presenting team will then ask for a show of hands of the seated students, of everyone that thinks they could perform the 8-count. The remaining amount of time available for the 8-count being presented, the rest of the class will be standing up, arms-length apart and trying to learn the 8-count while being led by the respective team.

Students will remain in their groups when the teachers ask the question. Students will then come together as a group.

Teacher observation for each Team that is presenting and their correct steps, and will step in as needed, because we don’t want them learning the wrong steps. Teacher will answer any questions that arise.

### Presenting group
**Group 1**

**Learners**
**Group 2 & 3**

---

---

### Presenting group
**Group 2**

**Learners**
**Group 1 & 3**

**Group 1**  **Group 2**  **Group 3**

---

<table>
<thead>
<tr>
<th><strong>CL Strategy to be Used (write in any special rules)</strong></th>
<th><strong>Team-Assisted Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team-Assisted Instruction</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Transition**
Now that we have learned the first two sets of 8-counts we will piece them together. 3 or 4 attempts, depending on student grasp of piecing the 8-counts together.

**Blow whistle to get students' attention.**

<table>
<thead>
<tr>
<th><strong>Framing CL Task 3: Teams, Task/Project, Resources, Assessment, and CFU</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team 3 teach:</strong> Team 3 will have at least 5 minutes to present their assigned 8-Count of Electric Slide to the rest of the class. Team 3 will perform the Electric Slide 8-counts together, and not individually. The first 3</td>
</tr>
</tbody>
</table>

times that the 8-count is performed will be with the rest of the class sitting and watching so that everyone can see. Team 3 will then ask for a show of hands from the seated students, of everyone that thinks they could perform the 8-count. The remaining amount of time available for the 8-count being presented, the rest of the class will be standing up, arms-length apart and trying to learn the 8-count while being led by the respective team.

<table>
<thead>
<tr>
<th>Presenting group</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td></td>
</tr>
<tr>
<td>Group 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Group 1</td>
<td>★ ★ ★ ★</td>
</tr>
<tr>
<td>Group 2</td>
<td>★ ★ ★ ★ ★</td>
</tr>
<tr>
<td>Group 3</td>
<td>★ ★ ★ ★</td>
</tr>
</tbody>
</table>

**CL Strategy to be Used (write in any special rules)**

Team-Assisted Instruction

**Transition**

Now that we have learned the first three sets of 8-counts we will piece them together. 3 or 4 attempts, depending on student grasp of piecing the 8-counts together.

<table>
<thead>
<tr>
<th>Framing CL Task 4: Teams, Task/Project, Resources, Assessment, and CFU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each team will divide back up into their respective groups and have 5 minutes to try and piece together all of the other 8-counts that they learned in the previous task from the other teams.</td>
</tr>
</tbody>
</table>

5 mins. Teacher observing each group to see if they are on task, and checking for cues. Teacher will answer any questions if they come up from any of the groups.
<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>🌟</td>
<td>🌟</td>
<td>🌟</td>
</tr>
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**CL Strategy to be Used (write in any special rules)**
Team-Assisted Instruction

**1 min.**

**Transition**
Time’s up! I need everyone to gather around and spread out arms lengths apart from each other to ensure that you have enough space. Now, we will perform the Electric Slide Line Dance together as a whole, as a class. The primary focus is for everyone to be able to piece together all of the 8-counts that they taught, and learned throughout the lesson. Remember to either count in your head, or softly to yourself an 8-count to help you remember the steps and what’s coming next.

We will perform the 32-count twice with no music, and then perform the dance as a 4-wall dance.

Good luck!

**4 mins.**

**Framing CL Task 4: Teams, Task/Project, Resources, Assessment, and CFU**
Now that all teams have been taught the remaining steps of the dance by their peers, students will have the chance to put together all of the steps as an entire class. The primary focus of this task is for each student to piece together each of the separate 8-counts that they learned during the class. The best way to learn this, is to try and piece it all together as a class. During this time, students will all be spread out evenly.

Students are encouraged to look around at other students around them if they find themselves getting lost, or forgetting the next move. The teacher will be circulating around and offering positive and corrective feedback to students while they are performing the dance. This is the students’ time to know and understand why it is easiest to learn dances in 8-counts, rather than trying to learn 32 steps in a consecutive period.

Teacher circulating the dance floor and checking for use of cues and correct dance steps. Teacher will be available to answer any questions if needed.

All of the steps will be performed twice with no music. Then, students will perform the dance and piece it together as a 4-wall dance.

Diagram 1, 2, & 3 working together on all 8-counts

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**CL Strategy to be Used (write in any special rules)**
Team-Assisted Instruction

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**2 mins.**

**Transition**

Great work with really nailing down all of those 8-counts to put it together to complete the Electric Slide. I really liked how you were all aware of your surroundings while performing the dance and not bumping into each other, even though this dance was a faster one!

I have a sheet for each of you to fill out before you leave. Once you have it completed, dress out

Tomorrow, we will be learning another line dance called, Thriller!
Affective Assessment
Exit Slip

1. Things I learned Today. . . . . .

2. Things I found Interesting. . . .

3. Questions I Still Have. . . . .

Teacher Assessment
<table>
<thead>
<tr>
<th>Group # _____</th>
<th>8-Count</th>
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<tbody>
<tr>
<td>Names of Students</td>
<td>How many of the count sequences were performed correctly?</td>
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<td>1.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
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Group’s Total Score:_______

Peer Evaluation

Dancer’s Name:_______________
Evaluator’s Name:______________________
Dance: _____________________

Yes=5 points	Sometimes=3	No=1
1. Students demonstrate correct dance formation. 
   Y   S   N
2. Students performed ALL dance steps correctly. 
   Y   S   N

3. Students performed ALL dance steps in the correct sequence. Y S N

4. Students maintain the correct beat of the dance. Y S N

5. Students are motivated to participate in the dance. Y S N

6. Students demonstrate the dance moves stylistically. Y S N

Dance Total Score: ________________

Justification

Dance is a lifelong activity focusing on rhythms, sequences, steps, and how to effectively communicate expression through body language. This Dance Unit is appropriate for 9th-12 grade students. Dance is a great form of physical activity for people of all ages. Incorporating dance as a part of school curriculum will give students an appreciation for art. Dance can help boost students social and self-acceptance. Dance gives students a creative outlet for ideas and feelings. Throughout this unit, peers will teach the skills and steps necessary to each other. Students will have ample time to practice and master the basic skills necessary to be successful at each dance by the end of the unit. The unit is introduced by teaching steps and rhythm in dance then progresses to teaching beginner line dances to more complex and advanced line dances by the end of the unit. At the end of the unit, students will create and design their own group dance. There will be a dance off at the end of the unit. Each member of the group created their own eight count to teach to their group and incorporate in their group’s dance. The dance matched the rhythm of the music and had unique movements not already learned from previous line dances. When the class is done

with their dance, they will perform the dance in front of a panel of judges who judged them based upon style, difficulty and intricacy, synchronization, rhythm, energy & enthusiasm, and flow. Students will learn how to communicate with their peers, develop leadership skills, and will develop a variety of dance steps by the end of this Dance Unit. My psychomotor, cognitive, and affective assessments met the required state and national standards. I have used a variety of assessment tools to measure all three domains. I will be able to observe student performance of dance steps throughout each lesson. I believe that these particular assessments will display the data that I need to make the necessary improvements as an instructor of this course.