

W7-8	Learning Area	P.E.	Grade Level	9
	Quarter	3 rd	Date	

I. LESSON TITLE	SOCIAL DANCE
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	<ul style="list-style-type: none"> Undertakes physical activity and physical fitness assessments (PE9PF -IIIa-h-23) Executes the skills involved in the dance (PE9RD-IIIb-h-4)
III. CONTENT/CORE CONTENT	SKILLS RELATED IN SOCIAL DANCE

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
A. Introduction		<p><u>Social Dance</u> is also known as Ballroom Dance because it encourages social interaction between dance partners. It is a variety of dances performed by couples in which there is a conventional pattern of steps. The term 'ballroom dancing' is derived from the word ball, which in turn originates from the Latin word ballare which means 'to dance' (a ballroom being a large room specially designed for such dances).</p> <p>The Specific Categories of Social Dance or Ballroom Dance</p> <p>1. Standard Dance are elegant and have strong emphasis on posture, more formal than Latin Dances. They are generally dance in a closed position. It is consists of the following dances:</p> <ol style="list-style-type: none"> Waltz Quickstep Foxtrot Tango Viennese waltz <p>2. Latin Dances are prepared for hot, flashy movements, sexy poses and fire consuming passion. It is generally faster-paced, more sensual and have more rhythmic expression. These are the following:</p> <ol style="list-style-type: none"> Cha-Cha-Cha Mambo Rumba Samba Jive Paso Doble <p>3. Club Dances or Freestyle Dance are the following Swing, Line Dance, Salsa, and Merengue.</p> <p>The Basic Movement Skills</p> <p>1. Locomotor Movements – These movements allow you to move from one point in space to another. It is canned from two words, "locos" which means place and "motor" which means movements. It is consistsof the following:</p> <ol style="list-style-type: none"> STEP- It is defined as transfer of weight from one foot to the other. WALK- Series of steps executed by both of your feet alternately in any direction. RUN- Series of walks executed quickly in any direction wherein only one foot stays on the ground while the other is off the ground.

d. JUMP- This movement is simply described by having both feet lose its contact with ground and landing on both feet on the ground.

2. Non-Locomotor Movements- These are movements that are performed in one point in space without transferring to another point. They don't allow you to move from one place to the other. These movements are the following:

a. FLEXION – It is the act of decreasing the angle of a joint. Another term for flexion is to bend.

b. EXTENSION – It is the act of increasing the angle of a joint. Stretching is another word for extension.

c. CONTRACTION – A muscle movement opposite to contraction done when it shortens, narrows, and tightens using the amount of energy in the execution.

d. RELEASE- A muscle movement opposite to contradiction done when it let goes or let loses of being held into a shortening movement.

e. COLLAPSE – To deliberately drop the exertion of energy into a body segment.

f. RECOVER – This is to regain the energy exerted into a body segment.

g. ROTATION – It is to move a body segment allowing it to complete a circle with its motion.

h. TWIST – To move a body segment from an axis halfway front or back or quarter to the right of left as in the twisting of the neck allowing the head to face right or left and the like. A C

B. Development

Learning Task 1: Wellness

Directions: Get your PMHR by using the instructions in Step 1. Then, perform the Wellness Dance Exercise. Afterwards, measure your HR by following the Step 2.

Step 1. Find your PMHR in beats per minute by subtracting your age from 220:
 $220 - \text{age} = \text{(PREDICTED MAXIMUM HEART RATE)}$

Step 2. Get your heart rate by placing your middle finger in your carotid pulse located just below your jaw, beside your throat. In 15 seconds, take your pulse, then multiply it by 4. (Pulse x 4).

Learning Task 2: Where Do I Belong

Directions: Categorize the following movements. Write it on the table where it belongs.

Jump	Flexion	Extension	Contraction	Walk
Release	Collapse	Recover	Step	Rotation
Twist	Run			

Locomotor Movements	Non-Locomotor Movements

Guide Questions:

1. Explain how you classified each movement.

2. How did you distinguish the difference between locomotor and non-locomotor movements?

C. Engagement		Learning Task 3: Can I Perform? Directions: Choose 3 Basic Movement Skills of Locomotor and Non-Locomotor. Create three sets combination of the movements and perform it using the 16-count measure. Take a video of yourself while doing the activity and send it to your teacher via available medium. The given rubrics will be used in evaluating your performance. Rubrics: Proper Execution 50% Energy and Confidence 25% Creativity 25% Total 100%
D. Assimilation		Learning Task 4: Help Me Identify Directions: Identify the following dance if it is <u>Standard</u> or <u>Latin</u> . Write your answer on the space before the number. _____ 1. Cha-cha-cha _____ 2. Waltz _____ 3. Jive _____ 4. Tango _____ 5. Rumba
V. ASSESSMENT (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)		TRUE or FALSE. Directions: Write TRUE if the statement is correct and FALSE if not. _____ 1. Flexion is the act of decreasing the angle of a joint. _____ 2. Extension is defined as transfer of weight from one foot to the other. _____ 3. Run is a series of walks executed quickly in any direction wherein only one foot stays on the ground while the other is off the ground. _____ 4. Collapse is to deliberately drop the exertion of energy into a body segment. _____ 5. Locomotor movements allow you to move from one point in space to another.
VI. REFLECTION		<ul style="list-style-type: none"> The learners communicate the explanation of their personal assessment as indicated in the Learner's Assessment Card. The learners will write their personal insights about the lesson in their notebook using the prompts below: I understand that _____. I realize that _____. I need to learn more about _____.

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Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



- I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	