**Project 1 Liv & Karina**

**Unit Plan- ASPN 208- Latin American Dance**

**Essential Question:**

Dancing is found to be an efficient and fun way to exercise. Given the diversity within the dance community in Latin America: How can we create Spanish-language materials for native Spanish speakers in our community to be informed on these different types of dances, and influence them to exercise?

**Product:**

A brochure shared electronically that contains:

1. A brief overview of the type of dance from their chosen country.

Example: Flamenco Dance-Spain

1. A convincing explanation on why dance is a good form of exercise.
2. Instructions/steps on how to do the dance.

-Brochure must be creative, informative, and convincing to the audience.

-Brochure will be shared through students’ social media pages. If a student does not have social media, they can share it with their family and friends.

-A oral presentation on why exercise is important, how dance is an effective exercise, and why their chosen dance can help people successfully remain fit.

**Curriculum Content:**

1. Students will research their chosen Latin American country and a specific dance that is prominent in that country.
2. Students will research the creator and origin of the dance.
3. Students will watch videos and find instructions on how to do the dance.
4. Students will find literary texts on the culture in their chosen country and see how influential the dance is its country’s culture.
5. Students will learn and practice vocabulary related to exercise and dance.

**Learning Goals:**

1. Teach students about real world culture and its impact.
2. Gain knowledge on how Latin dance can be an effective way to exercise.
3. Promote healthy living through dance in the student’s own life.
4. Advance in Spanish vocab and reading in Spanish.

**Skills learned:**

1. Research
2. Develop skills on creating an eye catching and convincing brochure.
3. Dance skills that can be used for exercise in different environments.
4. Interpersonal skills while working in groups.

**Timeline**

*Week 1*:

1. Intro to PBLL: Instructor gives lecture on benefits & components, along with an overview of what to expect.
2. Instructor shows a video on the different types of Latin dances. Students begin to brainstorm on what Latin American country and dance they want to talk about. Answer 5 question survey on the project so far. https://www.youtube.com/watch?v=obYLiGtY2Tw
3. Students get into groups of 2 based on who wants to do the same country as them and begin their research on their respective countries. Students write a 2-paragraph reflection on how they feel their research is progressing and what they are learning about their own Spanish dances and culture as well as their group mates.
4. Students find a short article written in Spanish about the dance they are talking about and how dance relates to exercise. Reflect on your findings for both articles that you read.
5. Students compare their types of dance. Give feedback on other findings. Write a reflection about the similarities and differences of their peers' chosen type of dance.

*Week 2*:

1. Find 2-3 instructional videos on how to do your chosen dance. Begin creating brochures on the Canva website. Link: https://www.canva.com/
2. Get into groups and give feedback on peers’ brochures. Instructor gives critical feedback on the brochure.
3. Based on feedback, students revise their brochures. Write a 1 paragraph reflection on what changes they added to their brochure. Write out on a sheet of paper what country and dance you picked.
4. Day 1 of student presentations of brochures - Those who present today: post brochures to social media.
5. Day 2 of student presentations of brochures - Those who present today: post brochures to social media. Students will be given a short quiz on course content and their peers’ presentations.

**Instructor Support:**

1. Show video to class on the different types of dance in Latin America so that they can get an idea of the dance culture.
2. Reflection sheets throughout the project.
3. Introduction to vocab related to dance and exercise.
4. Initiate group discussion and have the students compare their dance choice to each other, see comparison between the dance moves.
5. Feedback from instructors and peers on their brochures and see if anything is needed to be added or revised.

**Final Product Assessment**

1. Reflection sheets
2. Rubric

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|  | Below Expectations - 0 | Meets Expectations - 1 | Above Expectations - 2 |
| Content | There is no content included in the brochure. | The brochure is very limited in its information and is not clearly expressed. | The brochure is informative and clear with the presentation of information. |
| Creativity | The brochure is plain. | The brochure is somewhat creative but not detailed. | The brochure is decorative and is aesthetically pleasing. |
| Driving Question | No solution to the driving question. | There is a brief solution to the driving question. | The driving question is answered in detail and there is a clear solution. |
| Grammar & Spelling in Spanish | Usage of Spanish grammar, spelling, and vocab is not properly expressed. | Usage of Spanish grammar, vocab, and spelling is limited. | Spanish target vocabulary grammar, spelling, and vocab are accurate |
| Factual Accuracy | Only 30% of the information is accurate | Only 30-60% of the information is accurate | Almost all the information is accurate and cited |
| Revision | Final Product does not demonstrate any kind of revision after feedback. | Final Product includes limited feedback from peers and the instructor. | Final Product includes both peer and instructor feedback. |
| Oral Presentation | Oral presentation is 0-2 minutes long and is presented in English. | Oral presentation is 2-5 minutes long and is limited in its communication is Spanish. | Oral presentation is 5-10 minutes long and is communicated fully in Spanish. |
| Organization (Content and Persuasiveness) | Presentation has little to no organization, the content is not accurate or persuasiveness. | Presentation shows some organization: *some topics lead into others*, content is accurate and somewhat persuasive. | Presentation is very organized: *all topics smoothly lead to the next*, content is accurate and very persuasive. |

1. **Assess Student’s Learning of Content: Quiz and Reflection**

**1. What countries were presented throughout this project?**

* Chile
* Peru
* Argentina
* Brazil
* Costa Rica
* Puerto Rico
* Spain
* Belize
* El Salvador
* Guatemala
* Honduras
* Mexico
* Cuba
* Panama
* Cuba
* Columbia

**2. Pair each Latin American Country which was presented with its respective dance.**

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| **Latin American Country** | **Types of Dances** |
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**3. How is dance a good form of exercise?**

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**4. List 5 different Spanish vocabulary words that you learned relating to dance and give its English translation:**



**5. Choose 1 other group to assess: What were the steps in the dance that they presented?**

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**6. What have you learned about Latin American dance? How are the different dance styles similar? Why do you think they have these similarities? (Think about the roots of these dance styles). How do you think your brochure can persuade people to exercise through dance?**

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