

# KIN M42: AEROBIC DANCE FITNESS

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**Originator**

ablack

**Co-Contributor(s)**
**Name(s)**

Black, Adam (ablack)

**College**

Moorpark College

**Discipline (CB01A)**

KIN - Kinesiology

**Course Number (CB01B)**

M42

**Course Title (CB02)**

Aerobic Dance Fitness

**Banner/Short Title**

Aerobic Dance Fitness

**Credit Type**

Credit

**Start Term**

Spring 2021

**Formerly**

PE M04

**Catalog Course Description**

Introduces cardiovascular conditioning with dance-like rhythmic movement blending a variety of contemporary and global dance styles with traditional aerobic fitness practices. Improves cardiovascular and muscular endurance, flexibility, mind-body connection, and stress reduction. Allows activities to be adapted to varied levels of ability and fitness.

**Taxonomy of Programs (TOP) Code (CB03)**

0835.00 - Physical Education

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

52.5

**Maximum Contact/In-Class Laboratory Hours**

52.5

**Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class**

Total Outside-of-Class

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

52.5

**Total Maximum Student Learning Hours**

52.5

**Minimum Units (CB07)**

1

**Maximum Units (CB06)**

1

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | demonstrate improvement in the 3 minute step test which assesses cardiorespiratory and aerobic endurance. |
| 2 | explain the physical and mental benefits of increased activity.   |
| 3 | apply learned fundamental skills of rhythmic whole body dance.  |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | recognize the basic fitness components developed in this activity and apply appropriate conditioning modalities to achieve desired results.              |
| 2 | compare personal baseline fitness with individual progress associated with cardiovascular conditioning, muscle endurance, flexibility, and coordination. |
| 3 | calculate and then monitor exercise intensity in order to receive safe and effective conditioning specific to individual needs and abilities.            |
| 4 | demonstrate a wide variety of rhythmic dance-like moves to produce cardiovascular and overall body conditioning.   |
| 5 | analyze and implement healthy eating and exercise behaviors for enhanced wellness.   |
| 6 | create changes in the mind-body connection through improved body awareness, coordination, neuromuscular conditioning, and stress reduction.              |
| 7 | identify and define the core topics in the field of kinesiology as applied in aerobic dance fitness.   |

## Course Content

### Lecture/Course Content

NA

### Laboratory or Activity Content

1. (2%) **Introduction to the five components of fitness and the three primary parts of an exercises session**
2. (6%) **Introduction to measures and modifications of exercise intensity**
  - Appraisal of personal fitness levels and individual needs
  - Application of specificity and overload principles
  - Exploration of exercise intensity through the role of music, tempo, planes of movement, and range of motion
3. (3%) **Introduce the basic concepts of nutrition and its role in exercise and overall wellness**
  - Healthy eating behaviors and concepts of mindful eating
  - Exercise and the metabolic energy systems
  - Body image, stress management, mental and physical benefits of an active lifestyle
4. (15%) **Anatomy and movement skills for the base of the body (feet, legs, hips), and benefits of conditioning**
  - Steps, stances, and kicks
  - Traveling patterns, agility, and precision of footwork skills
5. (12%) **Anatomy and movements skills for the upper extremities and the benefits of conditioning.**
  - Practice in engaging the upper extremities, using creative arm and hand expressions
  - Integrate articulations of fingers and palm directions
6. ( 12%) **Anatomy and movement skills for engaging the core in dance**
  - Centering, stability, balance, power, range of motion
  - Movement variety shifting pelvis, chest, and head, and awareness of the spine.
7. (8%) **Concepts and skills for neuromuscular conditioning**
  - Phases of motor learning as applied to choreography of dance fitness: learn, move, dance
  - Application of mindfulness, and somatic dance movement practices
  - Progressions of movement skills
8. (8%) **Practice kinesthetic awareness and activate physical sensations of flexibility, agility, mobility, strength, and stability**
9. (10%) **Explore and practice one or more global dance styles**
  - Role of dance exercise in varied cultures
  - Explore traditional and contemporary aerobic dance and fitness formats
  - Benefits of movement variety to enhance mind-body connection
10. (8%) **Experiment with listening and sensing music, free style dance, improvisation, self discovery, and creative expression**
11. (4%) **Explore the art of crafting rhythmic aerobic dance movement patterns**
  - Self-guided skill development
  - Small group choreography skills
  - Guided discovery
12. (8%) **Explore elements of increasingly challenging movement patterns, varied levels of intensity, and conditioning energy systems**
13. (4%) **Provide an opportunity for students to reflect on or assess personal progress, goal setting, and lifelong wellness behaviors**

## Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Problem solving exercises  
Skills demonstrations  
Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Classroom Discussion  
Group projects  
Individual projects  
Journals  
Laboratory activities  
Objective exams  
Performances  
Projects

Problem-solving exams  
 Participation  
 Portfolios  
 Reports/Papers/Journals  
 Skills demonstrations

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
 Class activities  
 Class discussions  
 Distance Education  
 Demonstrations  
 Group discussions  
 Laboratory activities  
 Small group activities

### Describe specific examples of the methods the instructor will use:

1. Verbal explanation of concepts and application to skills.
2. Visual demonstrations of physical skills, supplemented with verbal and or physical cues for various actions, muscle activation, body sensations, and mental awareness.

Verbal cueing to direct and provide feedback of exercises without the leading with visual demonstrations.

## Representative Course Assignments

### Writing Assignments

1. Maintain a personal journal to record self-evaluation and/or track personal progress related to exercise, movement, muscle endurance, flexibility, and coordination.
2. Write personal responses to specific movement tasks and lesson content.
3. Write responses to quizzes, and/or worksheets assessing comprehension of concepts introduced in this course.
4. Write goals reflecting desired outcomes, personal action plan, and methods of monitoring progress.

### Critical Thinking Assignments

1. Discuss the psychological and physiological health benefits of regular aerobic exercise.
2. Compare and contrast various rhythmic aerobic dance techniques, videos, books, or demonstrations.
3. Design dance movement patterns to practice conditioning for mind and body.
4. Choose activities and behaviors that are consistent with a healthy, active lifestyle.

### Reading Assignments

1. Read printed educational supplements, or electronic equivalent, provided through a web-based learning management system.
2. Review specific articles from library resources or the Internet having to do with topics such as the connection between creative dance expression and physical and emotional health benefits.

### Skills Demonstrations

1. Demonstrate moves integrating the base, core and upper extremities with the rhythm of music.
2. Demonstrate appropriate type and intensity of moves for warm-up, cardiovascular, and cool down phases of exercise.

## Outside Assignments

### Articulation

#### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
Humboldt State Univ.	PE 119	Fitness Fusion	1
CSU Stanislaus	KINS 1990	Dance Aerobics	1

CSU San Bernardino	KINE 1500A	Dance Activities: Aerobic	1
CSU Dominguez Hills	KIN 111	Aerobics	1

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**E2. Physical Education**

Approved

**F. Ethnic Studies/Gender Studies**

**Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

Fall 1995

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**E Lifelong Learning and Self-Development**

Approved

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**UC TCA**

**UC TCA**

Approved

## IGETC

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

### Textbooks and Lab Manuals

#### Resource Type

Textbook

#### Description

Haas, Jacquui. *Dance Anatomy: Your Illustrated Guide to Improving Flexibility, Reducing Injury, and Enhancing Strength*. 2nd ed., Human Kinetics, 2017.

#### Resource Type

Textbook

#### Description

Andreu, Helene. *Dance, Movement, and Nutrition: Fitness Minutes for a Healthier Life*. AuthorHouse, 2006.

#### Resource Type

Textbook

#### Description

Fraleigh, Sondra. *Moving Consciously: Somatic Transformations through Dance, Yoga, and Touch*. University of Illinois Press, 2015.

#### Resource Type

Textbook

#### Classic Textbook

Yes

#### Description

Gilbert, Anne Green. *Creative Dance for All Ages*. 2nd rev. ed., Human Kinetics, 2015.

## Library Resources

### Assignments requiring library resources

Acquire background information on topics relevant to the course by reading current articles in health and fitness periodicals located through the Library's print and online resources.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

Research, using the Library's online and print resources, such topics as the connection between creative dance expression and physical and emotional health benefits.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will post discussions for students to post their thoughts and reflections. Students will also have to respond to a minimum of two classmates. Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns.
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns.
Face to Face (by student request; cannot be required)	Students will have the option to meet the instructor to get one-on-one help. Help may include lecture clarification, review of assignments, and extra preparation for exams.
Synchronous Dialog (e.g., online chat)	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via an online chat or video conferencing technology.
Other DE (e.g., recorded lectures)	Instructor may record workouts and post them for students to view within a specified time frame to be ready for the accompanying assignments and discussions. Instructor may also post a video or link to a video for students to view within a specified time frame to complete accompanying assignments and discussions.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. Furthermore, the instructor may lead an online lecture during a consistent time frame via Zoom or any other video conferencing tool.



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**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Instructor will post discussions for students to post their thoughts and reflections. Students will also have to respond to a minimum of two classmates. Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns.
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## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

PHYSICAL EDUCATION

## Review and Approval Dates

### Department Chair

11/3/2020

### Dean

11/3/2020

### Technical Review

11/5/2020

### Curriculum Committee

11/17/2020

### DTRW-I

MM/DD/YYYY

### Curriculum Committee

MM/DD/YYYY

### Board

MM/DD/YYYY

### CCCCO

11/20/2020

### Control Number

CCC000522769

### DOE/accreditation approval date

MM/DD/YYYY