

Lesson Title: CSta Fiesta Dance Party!

Standards Addressed: PA Science and Technology and Engineering Education
Standards:3.4 [Elementary](#), [Secondary](#)

Real-World Problem: How do computers know what to do? What is an algorithm?

What skills will students use or learn? Process skills, communication

Objective(s): Students will: become familiar with the idea of sequence.
learn to express a complex activity using
simple instructions.

Materials or Resources Needed: Pencil, Paper, Fun Dance Moves, Video
recording device (optional), [Code.org Dance Party](#) (optional)

**Instructional Procedures/Learning Tasks
(grades K-5):**

1. Create a hand motion dance sequence! (Examples: Snap, clap, fist bump, X. It can be ANY move!)
2. Practice the moves in the order you want them - put them to music if you can! (Optional: Make a video of yourself.)
3. Write specific step-by-step instructions for each move in

**List Questions for Higher-Order Thinking
(Webb's DOK) that students could
process throughout (optional):**

- How would you organize your instructions to describe the hand motions?
- If you could change the task and demonstrate the motions, what might change?

<p>order. (Use symbols for younger children)</p> <ol style="list-style-type: none"> 4. Get a volunteer! A caregiver or family member in quarantine with you? 5. Read each step - you may ONLY use words to describe the dance sequence. (Do not change your original sequence.) 6. Allow practice time, and if you have music, use it! 7. When complete, compare the original dance with the programmed dance. (Optional: Video your volunteer when you are done explaining the steps.) 8. Go to Code.org Dance Party Activity and challenge your caregiver or any adult to complete the lesson! (Optional: Video your adult learning to code and post it here on FlipGrid !) 	
<p>Instructional Procedures/Learning Tasks (grades 6-8):</p> <ol style="list-style-type: none"> 1. Choose a dance move! (Examples: Go old school with Macarena or Hokey Pokey. Try to get your 	<p>List Questions for Higher-Order Thinking (Webb's DOK) that students could process throughout (optional):</p> <ul style="list-style-type: none"> • How would you organize your instructions to describe the dance without motion?

<p>caregiver to learn Savage! It can be ANY move!)</p> <ol style="list-style-type: none"> Practice the moves. (Optional: Make a video of yourself.) Write specific step-by-step instructions for each move in order. Get a volunteer! A caregiver or family member in quarantine with you? Read each step - you may ONLY use words to describe the dance sequence. (Do not change your original sequence.) Allow practice time, and if you have music, use it! When complete, compare the original dance with the programmed dance. (Optional: Video your volunteer when you are done explaining the steps.) Go to Code.org Dance Party Activity and challenge your caregiver or any adult to complete the lesson! (Optional: Video your adult learning to code and post it here on FlipGrid !) 	<ul style="list-style-type: none"> What are the potential design flaws of your step-by-step dance instruction?
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**Instructional Procedures/Learning Tasks
(grades 9-12):**

1. Choose a dance move!
(Examples: Go old school with Macarena or Hokey Pokey. Try to get your caregiver to learn Renegade! It can be ANY move!)
2. Practice the moves.
(Optional: Make a video of yourself.)
3. Write specific step-by-step instructions for each move in order.
4. Get a volunteer! A caregiver or family member in quarantine with you?
5. Read each step - you may ONLY use words to describe the dance sequence. (Do not change your original sequence.)
6. Allow practice time, and if you have music, use it!
7. When complete, compare the original dance with the programmed dance.
(Optional: Video your volunteer when you are done explaining the steps.)
8. Go to Code.org Dance Party Activity and challenge your caregiver or any adult to

**List Questions for Higher-Order Thinking
(Webb's DOK) that students could
process throughout (optional):**

- How would you organize your instructions to describe the dance without motion?
- What are the potential design flaws of your step-by-step dance instruction?

<p>complete the lesson! (Optional: Video your adult learning to code and post it here on FlipGrid !)</p>	
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Content Extension

Mathematics: Create a budget for an epic Cinco de Mayo party (include decorations, food, a DJ, a party room rental fee, etc). How much would the most amazing dance party cost?
Science: Redesign and “experiment” with another dance! What was one problem, based on your feedback and observations, with your original sequence you could solve with a new one? Make it a Cinco de Mayo celebration dance!
Social Studies: Research the origin of the Cinco de Mayo holiday.
English: Write a fictional short story about the most epic Cinco de Mayo dance party ever!
Other: Music - create a playlist for a Cinco de Mayo epic dance party Art - sketch out a Cinco de Mayo themed party room (include decorations, food, etc.)

Student Reflection (optional): <ol style="list-style-type: none"> 1. Describe if it easy or difficult to direct your volunteer to complete the dance? 2. Were you tempted to use more than words? Why? 3. Explain how close your original dance sequence was to the final volunteer product. 4. Would you change your original sequence of instructions? Why or why not? 5. Was it difficult for your adult to complete the coding lesson? Were you able to help them with your coding skills?
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