

PHYSICAL EDUCATION CURRICULUM GRADES 6-8 UNIT DANCE/RHYTHMS
North Smithfield School Department

TITLE OF UNIT: Dance/Rhythm

GRADES : 6-8

Line Dancing, Four-Wall dance, DDR, Free-Dance, Zumba

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** 22 days

OVERVIEW OF UNIT:

Dance/Rhythm activities are designed to encourage students to move rhythmically to music, typically following a set sequence of steps or movements.

ESSENTIAL QUESTIONS

How can you move to music using tempo/beat?

How can you express your emotions through rhythmic dance?

STANDARDS: Physical Education

1.Students will demonstrate competency in many movement forms and proficiency in a few movement forms.

2.Students will apply movement concepts and principles to the learning and development of motor skills.

3.Students will understand the implications of and the benefits derived from involvement in physical activity.

4.Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.

5.Students will demonstrate responsible personal and social behavior in physical activity settings.

6.Students will understand that internal and external environments influence physical activity.

PHYSICAL EDUCATION STANDARDS:

1. Competency in many movements

- Mature form 1.1.1
- Locomotor, non-locomotor and manipulative skills 1.1.2
- Sports specific skills 1.2.1-1.3.1
 - Dance/Rhythm
- Modified games 1.4.1

2. Movement concepts and principles

- Information from a variety of sources 2.1.1
- Biomechanical principles 2.2.1-2.2.2
- Critical elements 2.3.1-2.3.2
- Strategies of games 2.4.1 -2.4.3
- Movement, concepts and principles 2.5.1-2.5.3

3. Benefits from physical activity

- Physical activity benefits
 - Health
 - Disease prevention
 - Physiological 3.1.1-3.1.2
- Emotional benefits 3.2.1
- Social benefits 3.3.1-3.3.2
- Cognitive benefits 3.4.1-3.4.3
- More challenging activities 3.5.1-3.5.2
- Self-expression 3.6.1

4. Physically active life style

- Fitnessgram test 4.1.1-4.2.6
- Personal health status 4.3.1-4.3.2
- Goals and principles of exercise 4.4.1-4.4.3
- Importance of regular participation 4.5.1-4.5.2
- Principles of progression (frequency, intensity, time and type) 4.6.1
 - Aerobic capacity
 - Muscular strength
 - Flexibility
- Physically active life style 4.7.1-4.7.2
- Life-long fitness 4.8.1 -4.8.3
- Activity log 4.8.2
- Physical activity technologies 4.9.1-4.9.2

5. Personal and social behavior

- Safety 5.1.1-5.1.4
- Peer influence 5.2.1
- Conflict resolution 5.3.1-5.3.5
- Responsible behavior 5.4.1-5.4.3
- Cooperation 5.5.1-5.5.6
- Social interaction 5.6.1-5.6.4
- Goal achievement 5.7.1-5.7.2

6. Internal and external environments

- Safe environment 6.1.1-6.1.2
- Activities settings 6.2.1, 6.6.1-6.6.2
- Impact of media and technology 6.3.1-6.3.2
- Influences 6.4.1-6.4.4
- Promotion of physical activity 6.5.1
- Reliable sources 6.7.1-6.7.2
- Mental and emotional impact 6.8.1-6.8.2

Applied Learning Standards:

problem solving

communication

critical thinking

research

reflection/ evaluation

ENDURING UNDERSTANDING:

- There is a connection between physical activity and achieving individual and team goals when competing or participating in games or other sport activities.
- There is a connection in cooperating with teammates and succeeding in accomplishing team goals.
- In order to be physically fit you must learn practice and participate in a variety of physical fitness activities.

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PRIOR KNOWLEDGE:

- Concept of teamwork
- Basic locomotor, non-locomotor and manipulative

STUDENT OBJECTIVES, SKILLS and/or NEW KNOWLEDGE:

1. Competency in many movements

- 1.1.1 Comprehend mature forms in basic locomotor, non-locomotor, and manipulative skills is essential to further skill development.
- 1.1.2 Demonstrate efficient and effective movement skills and concepts:
 - **Locomotor Skills:** walk, run, hop, jump, leap, skip, climb, gallop, roll, slide, stop
 - **Non-locomotor Skills:** bend, curl, hold, lift, lower, pull, stand, stretch, swing, twist, turn, fall, stop
 - **Manipulative Skills:** Counting Beats, formation, sequence, basic dance steps (step-hop, grapevine), posture.
- 1.2.1 Understands basic **skills specific to games and sports.** (see curriculum for specifics)
 - **Dance/Rhythm:** DDR, Yoga, Aerobics, Four-Wall. Line dance, zumba
- 1.2.2 Shows consistency in **skills specific to games and sports/activities.** (see curriculum for specifics)
- 1.2.3 Adapts and combines skills to the demands of increasingly complex situations of selected movement forms. (see curriculum for specifics)
- 1.3.1 Adapts and combines skills to the demands of increasingly complex situations of selected movement forms. (see curriculum for specifics)
- 1.4.1 Shows competence in modified versions in a variety of movement forms. (see curriculum for specifics)

2. Movement concepts and principles

- 2.1.1 Use information from a variety of sources
- 2.2.1 Identifies the concepts of biomechanical principles : stability, motion, leverage and force.
- 2.2.2 Applies biomechanical principles. (see curriculum for specifics)
- 2.3.1 Understands that critical elements includes learning cues to reinforce correct form for fundamental skills.
- 2.3.2 Identifies and applies the critical elements of various movement forms to provide feedback for both self- and peer-assessment. (see curriculum for specifics)
- 2.4.1 Understands and applies strategies in a variety of game situations.
- 2.4.2 Applies **basic offensive and defensive strategies** in games and sports. (see curriculum for specifics)
- 2.4.3 Understands and applies special situations/restarting play in a variety of activities.
- 2.5.1 Understands
 - **movement skills**, e.g. Counting Beats
 - **concepts** (understanding), e.g. transfer of similar concepts from skill to skill
 - **principles** (why), e.g. good performance is linked to process.
- 2.5.2 Transfers and uses movement and patterns within the categories of the movement forms. (see curriculum for specifics)
- 2.5.3 Understands and analyzes skills in terms of similarities and differences in order to transfer concepts. (see curriculum for specifics)

3. Benefits from physical activity

- 3.1.1 Explains the **physical benefits** of regular participation in physical activity e.g. health, disease prevention physiological (see curriculum for specifics)
- 3.2.1-3.4.3 Explains the **emotional benefits** of regular participation in physical activity.
- 3.5.1-3.5.2 Participates in more challenging activities to learn new skills. (see curriculum for specifics)
- 3.6.1 Uses physical activity as a means of self-expression.

4. Physically active life style

- 4.2.4 Engages in physical activity to **improve** scores for each of the fitness components on the Fitnessgram.
- 4.4.1 Uses physical fitness test results to set and adjust goals to improve fitness and defines principles of exercise: individuality, specificity, progression and overload. (see curriculum for specifics)
- 4.5.1- 4.5.2 Understand the importance of regular participation.
- 4.6.1 Applies the principles of progression (frequency, intensity, time, and type) to improve **skills and health** by participating in the following activities
 - o Aerobic capacity
 - o Muscular strength and endurance
 - o Flexibility (see curriculum for specifics)
- 4.7.1-4.7.2 Identifies and explains factors that inhibit or encourage a physically active lifestyle.
- 4.8.1 Meet or exceed national physical activity by participating in physical activities (state 100 minutes per week, national 120 minutes per week) in structured and non- structured settings that promote lifelong fitness and health.
- 4.8.2 Maintains an activity log to meet recommendations of 30-60 minutes per day 5-7 days per week (CDC, NASPE, moderate physical activity).
- 4.8.3 Participates in moderate to vigorous physical activities 2-3 days per week within a school setting
- 4.9.1 Describes how various technologies in and out of school that can help to assess, plan, maintain and enhance physical activity Level.

5. Personal and social behavior

- 5.1.1 Uses responsible decision making in all physical activity settings.
- 5.1.2 Wears safe, appropriate, and alternative clothing to participate in physical activities.

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- 5.1.3 Understands and applies safety consideration.
- 5.1.4 Makes responsible safety decisions to avoid dehydration, over exertion and injury to self and others.
- 5.2.1 Explains the influence of peer pressure on behavior in physical activity settings. (see curriculum for specifics)
- 5.3.1-5.3.5 Resolves conflicts in appropriate ways. (see curriculum for specifics)
- 5.4.1-5.4.3 Applies appropriate responsible behavior.
- 5.5.1-5.5.6 Works cooperatively,
- 5.6.1-5.6.4 Discusses how physical activity can provide opportunities for positive social interaction.
- 5.7.1-5.7.2 Participates with others in games, sports, and activities to achieve a common goal.

6. Internal and external environments

- 6.1.1-6.1.2 Describes appropriate and safe areas within the community to participate in physical activity.
- 6.2.1, 6.6.1-6.6.2 Identifies physical activities that can be performed in a variety of settings
- 6.3.1-6.3.2 Describes how different forms of media and technology can impact one’s level and type of physical activity,
- 6.4.1-6.4.4 Describes how the home/family environment can impact one’s level of physical activity.
- 6.5.1 Identifies healthy ways to promote physical activity with one’s peers.
- 6.7.1-6.7.2 Uses a variety of resources to select physical activity information that is reliable and valid.
- 6.8.1-6.8.2 Understands how positive and negative emotions can impact physical activity levels, and describe ways to overcome emotional barriers to physical activity.

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- Activity logs
- Anecdotal records skill assessments
- Conferencing
- Dance/Rhythm
- Exhibits
- Fitness
- Collaboration - interpersonal
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
 - Role playing - bodily kinesthetic
- Rubrics/checklists
- Tests and quizzes (pre and post)
- Technology
- Think-alouds
- Cooperative
- Pedometer sheets

HIGHER ORDER THINKING SKILLS: Web’s Depth of Knowledge 2 – 4 or Bloom’s Taxonomy

Web’s Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom’s Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

- Clipboards
- DVDs
- Projector
- Ipad
- Markers
- Poster boards
- Stopwatches
- Sports equipment for:
 - DDR
 - Free-Dance
 - Four-Wall Dance
 - Line Dance
 - Zumba

VOCABULARY

- Beat
- Box step
- Four-wall dance
- Fist pump
- Grapevine
- Heel Touches
- Lasso
- Line Dance
- Pivot Step
- Rhythm
- Side-Step
- Side-Slide
- Step-Hop
- Tempo
- Toe touches
- V-step
- Wobble

LESSON PLAN for SMALLER UNITS _____

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LESSONS

- Lesson # 1 Summary:**
- Lesson #2 Summary:**
- Lesson #3 Summary:**
- Lesson # 4 Summary**

OBJECTIVES for LESSON # _____

- Materials/Resources:**
- Procedures:**
 - **Lead -in**

 - **Step by step**

 - **Closure**

- Instructional strategies:** see curriculum introduction

- Assessments:** see curriculum introduction
 - **Formative**

 - **Summative**