

PHYSICAL EDUCATION CURRICULUM GRADES 9-12 UNIT RHYTHMS/DANCE

North Smithfield School Department

TITLE OF UNIT: Rhythms/Dance

GRADES : 9-12

Rhythms/Dance: line dancing, four wall dancing, kinects, zumba

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

OVERVIEW OF UNIT:

Students have the opportunity to express themselves creatively through a variety of rhythmic movement patterns.

ESSENTIAL QUESTIONS

How can you create a dance using a sequence of movement patterns?

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: See curriculum for specifics

1. Competency in many movements

- Competency 1.1.1 -1.1.2
 - **Dance/rhythm:** line dancing, four wall dancing, kinects, zumba
- Warm-up and cool down 1.1.3
- Proficiency 1.2.1 -1.2.2

2. Movement concepts and principles

- Movement competence and proficiency 2.1.1
- Uses information from a variety of sources (internal/external) 2.1.2
- Skills, strategies and rules to specific activity/sport 2.1.3
- Critical elements/sport specific skills 2.2.1
- Movement skills, concepts, and principles 2.3.1-2.3.2

3. Benefits from physical activity

- benefits of **warm-up** and **cool-down** principles in a fitness plan 3.1.2
- Social benefits 3.3.1-3.3.2
- Cognitive benefits 3.4.1-3.4.3

4. Physically active life style

5. Personal and social behavior

- Appropriate clothing and protective equipment 5.1.1
- Safety considerations 5.1.2
- Behaviors 5.1.3
- Safety protocol 5.1.4 -5.1.5
- Warm-up and cool-down 5.1.6 activities to prevent injuries. 5.1.5
- Rules 5.2.1
- Proper, appropriate, and safe attire 5.2.1
- Communication 5.3.1
- Respect 5.3.2
- Decisions of game officials 5.3.3
- Conflicts in appropriate ways 5.4.1
- Conflict resolution process 5.4.2
- Working cooperatively 5.5.1
- Appropriate 5.6.1
- Prevent injuries 5.6.2
- Opportunities of participation 5.7.1
- Positive and negative verbal communication 5.7.2-5.7.3
- Cooperative and productive group processes 5.8.1
- Common goals 5.8.2

6. Internal and external environments

- Identifies safe locations 6.1.1
- Identifies physical activities in a variety of settings 6.2.1
- Identifies, analyze, and applies positive influences of media and technology 6.3.1/6.3.2
- Identifies youth organizations 6.6.1

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

ENDURING UNDERSTANDING:

- Understanding there is a correlation between physical activity and achieving team goals when competing or participating in games or other sport activities.
- Knowing and applying offensive and defensive strategies.
- Knowing and applying the concept of teamwork.
- Creating spatial awareness (on and off the ball movement).

PRIOR KNOWLEDGE:

- Offensive and defensive strategies
- Concept of teamwork

PHYSICAL EDUCATION CURRICULUM GRADES 9-12 UNIT RHYTHMS/DANCE

North Smithfield School Department

STUDENT OBJECTIVES, SKILLS and/or NEW KNOWLEDGE:

1. Competency in many movements

- 1.1.1 Understands that **competency** is sufficient ability to safely and knowledgeably participate in an activity; or the ability to perform and apply skills.
- 1.1.2 Shows competency in many movement forms:
- **Dance/rhythm:** line dancing, four wall dancing, kinects, zumba
 - **Skills:**
 - **line dancing, four wall dancing :** rhythm, counting beats, formation, sequence, basic dance steps (e.g. step hop, grapevine), posture
 - **zumba/kinects:** mirroring instructor, rhythm, basic dance
- 1.1.3 Applies **warm-up** and **cool-down** principles in a fitness plan:
- warm-up
 - low intensity activity, e.g. walking, jogging
 - dynamic stretching, e.g. walking lunges, high knees (stretching with movement)
 - static stretching, e.g. triceps overhead stretch (stretching with no movement)
 - cool-down
 - low intensity activity, e.g. walking, jogging
 - static stretching.
- 1.2.1 Understands that **proficiency is**
- adequate ability to engage in the activity in a meaningful way.
 - active participation in increased complexity of movement forms to safely participate in an activity.
 - adequate understanding of the rules of the activity.
- 1.2.2 Demonstrates proficiency (e.g., basic skills) in an increasing number of more complex versions of movement forms (e.g., individual, team, and recreational activities):
- **Striking:** softball/wiffleball, kickball
 - **Skills**
 - **softball** (catching, throwing, hitting, fielding)
 - **kickball** (catching, throwing, kicking, fielding)
 - **Strategies:** offensive, defensive, positioning
 - **Rules:** objective of the game/scoring

2. Movement concepts and principles

- 2.1.1 Applies activity- specific knowledge to develop movement competence and proficiency.
- 2.1.2 Uses information from a variety of sources
- internal origin, e.g. previous knowledge
 - external origin, e.g. written, verbal, visual materials, and physical demonstration to improve skill performance, e.g. proper technique, stance, grip, preparation, execution, follow through.
- 2.1.3 Applies skills, strategies and rules to specific activity/sport
- **Dance/rhythm:** line dancing, four wall dancing, kinects, zumba
 - **Skills:**
 - **line dancing, four wall dancing :** rhythm, counting beats, formation, sequence, basic dance steps (e.g. step hop, grapevine), posture
 - **zumba/kinects:** mirroring instructor, rhythm, basic dance
- 2.2.1 Identifies and applies critical elements/sport specific skills to enable the development of movement competence or proficiency:
- **Dance/rhythm:** line dancing, four wall dancing, kinects, zumba
 - e.g. in dance taking movement patterns, putting movement together to create a 32 count minimum dance routine
- 2.3.1 Understands
- **movement skills**, e.g. striking skills - tennis and volleyball serve; similarities and differences.
 - **concepts (understanding)**, e.g. transfer of similar concepts from skill to skill; similarities and differences.
 - **principles (why)**, e.g. good performance is linked to process ; similarities and differences between activities at a more complex level.
- 2.3.2 Transfers and use movement skills, concepts and principles in the following:
- **Dance/rhythm:** line dancing, four wall dancing, kinects, zumba

PHYSICAL EDUCATION CURRICULUM GRADES 9-12 UNIT RHYTHMS/DANCE

North Smithfield School Department

- e.g. in dance and fitness maintain balance and coordination in order to execute a skill or movement at a more complex level

3. Benefits from physical activity

3.1.2 Understands the benefits of **warm-up** and **cool-down** principles in a fitness plan:

- warm-up
 - low intensity activity, e.g. walking, jogging
 - dynamic stretching, e.g. walking lunges, high knees (stretching with movement)
 - static stretching, e.g. triceps overhead stretch (stretching with no movement)
- cool-down
 - low intensity activity, e.g. walking, jogging
 - static stretching.

3.3.1 Identify and analyze the **social benefits** of regular participation in physical activity e.g.,

- cooperation
- sportsmanship
- teamwork
- relationships
 - community
 - family
 - friends
 - peers
 - school

3.3.2 Understands that physical activity provides an opportunity for **positive social interaction** through:

- respect
- responsibility
- integrity
- self-direction
- perseverance
- cooperation
- honesty
- patience
- self-discipline
- trust
- positive communication
- sportsmanship

3.4.1 Analyzes, predicts and evaluates the **cognitive benefits** of regular participation in physical activity e.g.,

- produces state of relaxed alertness conducive to learning
- improves focus, concentration and awareness

3.4.2 Analyzes, predicts and evaluates that physical activity can increase

- physiological factors/changes which enhance cognitive function and decision-making
 - increases levels of endorphins in the brain
 - increases blood flow (oxygen) to the brain
- test scores
- focus, concentration and awareness
- better attendance in schools

3.4.3 Evaluates the value of physical activity for life-long wellness.

5. Personal and social behavior

5.1.1 Wears **specific** and **appropriate clothing** and **protective equipment** to participate in physical activity. (handbook)

5.1.2 Understands and applies **safety considerations** for all physical education activities:

- proper attire
 - sneakers and socks
 - sweatshirt/sweatpants for outdoor activities (suggested)
- rules of the game
- proper use of equipment

5.1.3 Identifies and avoids **actions or behaviors that endanger others**, e.g.

PHYSICAL EDUCATION CURRICULUM GRADES 9-12 UNIT RHYTHMS/DANCE

North Smithfield School Department

- bullying/ cyber bullying
 - inappropriate physical contact e.g.
 - tackling in flag football
 - tripping
 - pushing/shoving
 - inappropriate use of equipment e.g.
 - swinging bats, sticks, rackets, clubs, bow and arrows
- 5.1.4 Describes **safety protocol** to avoid
- blood-borne pathogens
 - transmission of disease
 - inhaler usage/breathing emergencies
 - dehydration
 - hypo/hyperthermia during physical activity
 - inappropriate attire for weather conditions
 - injury.
- 5.1.5 Applies **safety protocol** in all physical activity settings, e.g.
- weight room
 - gymnasium
 - locker room
 - turf fields
 - outdoor facilities
- 5.1.6 Selects and uses appropriate **warm-up and cool-down activities** to prevent injuries.
- dynamic
 - static
- 5.2.1 Explains why and how **rules** make participation in physical activity safe, e.g.
- rules for specific sports, e.g.
 - hockey – no checking
 - flag football – no tackling
 - proper attire and footwear
- 5.2.2 Understands and applies the criteria for **proper, appropriate, and safe attire** for physical activity:
- athletic shorts of appropriate length (following NSHS Handbook) or sweat pants
 - jewelry (loose and dangling removed)
 - sneakers (tied)
 - T-shirts or athletic jersey (following NSHS Handbook)
- 5.3.1 **Communicates** effectively with others to promote respect, tolerance, and conflict resolution in cooperative and competitive activities.
- 5.3.2 Shows **respect** for others in positive and negative game situations.
- 5.3.3 **Accepts all decisions** of game officials, e.g. teachers, students, and coaches (good sportsmanship).
- 5.4.1 Resolves conflicts in appropriate ways such as:
- Proper communication
 - Walking away from a situation
 - Getting help
 - Talking to trusted adults
- 5.4.2 Applies a **conflict resolution process** when confronted with a behavior choice:
- *define the conflict*
 - *agree to solve the problem*
 - *exchange reasons for opinions*
 - *revise opinions*
 - *brainstorm solutions*
 - *determine the best solution.*
- 5.5.1 Comprehends the benefits of **working cooperatively** in a group to achieve one main goal by:
- Demonstrating positive **behavior** in both competitive and cooperative settings.
 - Recognizing good **sportsmanship** from teammates and opponents.

PHYSICAL EDUCATION CURRICULUM GRADES 9-12 UNIT RHYTHMS/DANCE

North Smithfield School Department

- Making **good decision-making** based on the **safety** of self and others.
 - Demonstrating cooperation with peers and others through **verbal and non- verbal behavior** to achieve group goals.
 - Demonstrating tolerance and acceptance in competitive as well as cooperative settings.
- 5.6.1 Applies the appropriate use of the following in all physical activity settings to ensure safety:
- appropriate equipment/clothing
 - field conditions and safety concerns
 - good sportsmanship
 - procedures and protocol
 - proper etiquette
 - rules and regulations
- 5.6.2 Recognizes how to prevent injuries e.g.
- awareness of potential facility hazards
 - extreme weather conditions
 - hydration awareness
 - importance of warm-ups and cool downs
 - notify if injured
- 5.7.1 Understands that participating in physical activity provides opportunities to interact with a variety of peers and develop existing relationships.
- development and growth, taking control of life)
- 5.7.2 Differentiates between positive and negative verbal and non- verbal communication, e.g.
- body language
 - gestures
 - expressions
 - words
- 5.7.3 Demonstrates positive verbal and non-verbal communication, e.g.
- body language
 - gestures
 - expressions
 - words
- 5.8.1 Identifies and appreciates the key elements of cooperative and productive group processes:
- cooperation/collaboration
 - creativity/thoughtful
 - communication skills
 - active
 - reflective
 - positive risk taking
 - leadership/shared leadership
 - respect
 - trust
 - self-discipline
- 5.8.2 Demonstrates the following to achieve the common goal of the activity or sport:
- communication
 - conflict resolution
 - cooperation
 - etiquette
 - group identity
 - positive interaction
 - rules and procedures
 - roles and relationships
 - safe practices
 - short and long-term goals
 - sportsmanship
 - teamwork

6. Internal and external environments

- 6.1.1 Identifies various safe locations that are intended for physical activity, e.g.
- Home setting, e.g. Backyard, basement

PHYSICAL EDUCATION CURRICULUM GRADES 9-12 UNIT RHYTHMS/DANCE

North Smithfield School Department

- Private and public facilities
 - Dance Step
 - Dance Creations
 - Zumba- Maxx Fitness
 - School Grounds-High School Dance Team
 - Recreational Department
 - Xpress Cheerleading

6.2.1 Identifies physical activities that can be performed in a variety of settings, e.g.

- **Dance/rhythm:** line dancing, four wall dancing, kinects, zumba
 - public/private facilities
 - personal and home training
 - home setting
 - intramural club

6.3.1 Identifies, analyzes, understands and applies that various media and technology can positively influence one's level of

6.3.2 physical activity tracking programs e.g.

- DVDs – exercise programs
- Games – Wii Fitness, X-Box
- Internet, e.g., virtual trainers, logs, journals
- Music - ipods, MP3, cell/smart phones

6.6.1 Identifies youth organizations in the community that offer physical activity programs

- Home setting, e.g. Backyard, basement
- Private and public facilities
 - Dance Step
 - Dance Creations
 - Zumba- Maxx Fitness
 - School Grounds-High School Dance Team
 - Recreational Department
 - Xpress Cheerleading

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

- | | | |
|---------------------------------------|--|------------------------------------|
| • Anecdotal records skill assessments | • Collaboration - interpersonal | • Rubrics/checklists |
| • Conferencing | • Graphic organizers | • Tests and quizzes (pre and post) |
| • Exhibits | • Journals | • Technology |
| • Interviews | • Multiple Intelligences assessments, e.g. | • Think-alouds |
| ○ Student to student | ○ Role playing - bodily kinesthetic | • Writing genres |
| ○ Teacher to student | | ○ Arguments/ opinion |
| ○ Student to third party | • Problem/Performance based | ○ Informative |

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 | • www.choosemyplate.gov | • www.essentiallifefskills.net |
| • DVDs | • www.fitness.gov | • www.crnhq.org (conflict resolution, conflict resolving communication in a culture of peace and social justice) |
| • Projector | • www.cdc.gov | • www.essentiallifefskills.net (personal) |
| • Ipad | • www.fitnessgram.net | |
| • Music | • www.pbs.org (life fitness) | |
| • Sound System | • www.pbis.org | |
| • Kinects | • www.health.qld.gov | |
| • Paper/Pencils/Worksheets | | |

PHYSICAL EDUCATION CURRICULUM GRADES 9-12 UNIT RHYTHMS/DANCE

North Smithfield School Department

VOCABULARY

- beats
 - counts
 - genre
 - four wall dance
 - line dance
 - basic steps (grapevine)
 - mirroring
 - repeat
 - spatial awareness
 - rhythm
 - balls and strikes
- **Footwork:** Having good footwork will not only improve balance, it will aid in learning all of the above skills.

PHYSICAL EDUCATION CURRICULUM GRADES 9-12 UNIT RHYTHMS/DANCE
North Smithfield School Department

LESSON PLAN for SMALLER UNITS _____

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**