

Course Overview Dance/Physical Education

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period:
Length: **10 weeks**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Physical Education

Grades 10-12

Course Number: 1735, 1736, 1737, 1738, 1586, 1730

BOARD OF EDUCATION

Todd Simmens, President

Vicki Becker, Vice President

Susanna Chiu

Robert Cancro

Liwu Hong

Laurie Lachs

Barbara Reiss

Chad Seyler

Meredith Shaw

Course Adoption: **04/21/1986**

Curriculum Adoption: 11/2/2017

Course Overview

Physical Education/Dance

Physical Education/Dance courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

COURSE DESCRIPTION

The physical education and Dance in grades 10-12 places an emphasis on the development of refined dance movement, locomotor skills and rhythmic skills. The course emphasizes students to develop skills basic Dance and choreography, refined skills and techniques along with good body mechanics. Students are tested for their dance skills and they are introduced to personal forms of conditioning and body development to practice and enjoy both in school activities and at home. During this course students are expected to demonstrate mastery/proficiency of all NJSLC CPI's from 2.1.4.A through 2.1.4.B, 2.2.4.A through 2.2.4.C, 2.5.4.A through 2.5.4.C and 2.6.A The course also reinforces the learning of other Standards and CPI's already mastered and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Mathematics, Science and Technology Literacy.

Textbooks and Other Resources

Standards

HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
HPE.2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.5.12.A.1	Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
HPE.2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
HPE.2.5.12.A.3	Design and lead a rhythmic activity that includes variations in time, space, force, flow, and

	relationships (creative, cultural, social, and fitness dance).
HPE.2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
HPE.2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
HPE.2.5.12.B.2	Apply a variety of mental strategies to improve performance.
HPE.2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
HPE.2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
HPE.2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
HPE.2.5.12.C.3	Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.
HPE.2.5.12.C.CS2	Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.
HPE.2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.
HPE.2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles)
HPE.2.6.12.A.3	Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.
HPE.2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.
HPE.2.6.12.A.5	Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
SCI.9-12.5.2.12.C	Knowing the characteristics of familiar forms of energy, including potential and kinetic energy, is useful in coming to the understanding that, for the most part, the natural world can be explained and is predictable.
SCI.9-12.5.2.12.E	It takes energy to change the motion of objects. The energy change is understood in terms of forces.
VPA.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.

Scope and Sequence

SCOPE AND SEQUENCE AND BENCHMARK CHART

COURSE SCOPE AND SEQUENCE/Unit breakdown

Sequential Unit Description:	Associated CPI 's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summary) Assessments
<p>Unit 1: Ballet</p> <p>Students will practice and perform a variety of ballet skills by themselves and in combination with each other and music. Skills taught will be plie, releve, 5 foot and arm positions, sotes, leaps, kicks, turns, shasse, pas de bourre, balance, passé, and developpe.</p> <p>Skills will be demonstrated with various choreography concepts.</p>	<p>2.5.12.A.1 (M)</p> <p>2.5.12.A.2 (M)</p> <p>2.5.12.A.3 (M)</p> <p>2.5.12.A.4 (M)</p> <p>2.5.12.B.2 (M)</p> <p>2..5.12.B.3 (M)</p> <p>2.5.12.C.3 (M)</p> <p>2.6.12.A.1 (M)</p> <p>2.6.12.A.2 (M)</p> <p>2.6.12.A.3 (M)</p>	<p>1</p>	<p>20 periods</p>	<p>Students will be able to demonstrate proper ballet techniques in various choreographies.</p>
<p>Unit 2: Jazz & Hip Hop</p> <p>Students will practice and perform a variety of jazz and hip hop skills by themselves and in combination with each other and music. Skills taught will be ball change, step pivot, shasse step ball change front and side with arms, isolations, parallel pirouette, stag jump, pencil turn, compass turn, single axel. Creative use of upper and lower body coordination will be demonstrated in hip hop. Skills taught will be demonstrated with choreography projects.</p>	<p>2.5.12.A.1 (M)</p> <p>2.5.12.A.2 (M)</p> <p>2.5.12.A.3 (M)</p> <p>2.5.12.A.4 (M)</p> <p>2.5.12.B.2 (M)</p> <p>2.5.12.B.3 (M)</p> <p>2.5.12.C.3 (M)</p> <p>2.6.12.A.1 (M)</p> <p>2.6.12.A.2 (M)</p> <p>2.6.12.A.3 (M)</p>	<p>1</p>	<p>20 periods</p>	<p>Students will be able to demonstrate proper jazz and hip hop techniques in various choreographies.</p>

<p>Unit 3: Pop</p> <p>Students will practice and perform various choreographies from pop artists. Students will understand the artists dance history and influences. Artists and choreographies include Michael Jackson “Thriller” and “Beat It”, Janet Jackson “If”, Usher “Caught Up”.</p>	<p>2.5.12.A.1 (M)</p> <p>2.5.12.A.2 (M)</p> <p>2.5.12.A.3 (M)</p> <p>2.5.12.A.4 (M)</p> <p>2.5.12.B.1 (M)</p> <p>2.5.12.B.2 (M)</p> <p>2.5.12 B.3 (M)</p> <p>2.5.12.C.3 (M)</p> <p>2.6.12.A.1 (M)</p> <p>2.6.12.A.2 (M)</p> <p>2.6.12.A.3 (M)</p>	<p>2</p>	<p>20 periods</p>	<p>Students will be able to perform various pop artists’ choreographies in group demonstrations. Students will discuss each artist’s dance influences.</p>
<p>Unit 4: Broadway</p> <p>Students will practice and perform choreographies from various Broadway shows. Students will understand the basic story of each show and how the dance number is related/important to the show’s plot. Choreographies include “Our Favorite Son from “Will Roger’s Follies”, and “The Audition” from “A Chorus Line”.</p>	<p>2.5.12.A.1 (M)</p> <p>2.5.12.A.2 (M)</p> <p>2.5.12.A.3 (M)</p> <p>2.5.12.A.4 (M)</p> <p>2.5.12.B.1 (M)</p> <p>2.5.12.B.2 (M)</p> <p>2.5.12 B.3 (M)</p> <p>2.5.12.C.3 (M)</p> <p>2.6.12.A.1 (M)</p> <p>2.6.12.A.2 (M)</p> <p>2.6.12.A.3 (M)</p>	<p>2</p>	<p>20 periods</p>	<p>Students will be able to perform choreographies from various Broadway shows in group demonstration. Students will discuss the choreography’s relation to the show’s plot.</p>
<p>Unit 5: Bob Fosse</p> <p>Students will practice and perform works from various shows directed/choreographed by Bob Fosse. Students will discuss Fosse’s life and how it influenced his dance. Students will understand the basic story of each show and how the dance number is related/important to the show’s plot.</p>	<p>2.5.12.A.1 (M)</p> <p>2.5.12.A.2 (M)</p> <p>2.5.12.A.3 (M)</p> <p>2.5.12.A.4 (M)</p> <p>2.5.12.B.1 (M)</p>	<p>3</p>	<p>20 periods</p>	<p>Students will be able perform works choreographed by Bob Fosse. Students will discuss Fosse’s history and influences.</p>

<p>Works include “All that Jazz” from “Chicago”, “Steam Heat” from “The Pajama Game”, and “Dancin’ Man” from “Dancin’”.</p>	<p>2.5.12.B.2 (M) 2.5.12 B.3 (M) 2.5.12.C.3 (M) 2.6.12.A.1 (M) 2.6.12.A.2 (M) 2.6.12.A.3 (M)</p>			
<p>Unit 6: Tap</p> <p>Students will practice and perform a variety of tap skills in combination with each other and the music. Skills include brush, tap, step, stomp, toe, shuffle, flap, buffalo, rolling shuffles, maxi ford (turn), running flaps, shim sham, New Yorker, Cincinatti, riff, essence, draw backs, pull backs, toe stands. Skills will be demonstrated with various choreography concepts.</p>	<p>2.5.12.A.1 (M) 2.5.12.A.2 (M) 2.5.12.A.3 (M) 2.5.12.A.4 (M) 2.5.12.B.1 (M) 2.5.12.B.2 (M) 2.5.12 B.3 (M) 2.5.12.C.3 (M) 2.6.12.A.1 (M) 2.6.12.A.2 (M) 2.6.12.A.3 (M)</p>	3	20 periods	<p>Students will be able to demonstrate proper tap technique in various choreographies.</p>
<p>Unit 7: Ballroom Dance</p> <p>Students will practice and perform various ballroom dance basic steps and skills with partners. Dances and skills include: Swing: basic step, lady’s and men’s turn, behind the back, behind the neck, cradle, pretzel. Latin: basic salsa and meringue, lady’s and men’s turns, cradle and different ways to execute, around your partner, double turn, open and close, chase, over your head. Students will learn and understand both men’s and women’s roles.</p>	<p>2.5.12.A.1 (M) 2.5.12.A.2 (M) 2.5.12.A.3 (M) 2.5.12.A.4 (M) 2.5.12.B.1 (M) 2.5.12.B.2 (M) 2.5.12 B.3 (M) 2.5.12.C.3 (M) 2.6.12.A.1 (M) 2.6.12.A.2 (M) 2.6.12.A.3 (M)</p>	4	20 periods	<p>Students will be able to create and perform their own ballroom dance using each basic step and skill. Students will perform their dance in both the men’s and women’s role.</p>

Unit 8: Cultural Dance Students will practice and perform various cultural dances with choreography and music. Countries include India, Tahiti, China, Egypt, Ireland. Students will understand the dance's purpose and use in each culture and how the past compares to the present.	2.5.12.A.1 (M)	4	20 periods	Student will be able to perform each cultural dance in groups and with choreography. Students will understand each dances role in the [ast and present of each country.
	2.5.12.A.2 (M)			
	2.5.12.A.3 (M)			
	2.5.12.A.4 (M)			
	2.5.12.B.1 (M)			
	2.5.12.B.2 (M)			
	2.5.12 B.3 (M)			
	2.5.12.C.3 (M)			
	2.6.12.A.1 (M)			
	2.6.12.A.2 (M)			
2.6.12.A.3 (M)				

KEY	
"A"	Introductory – Basic Skills
"B"	Review & higher level of proficiency/skill
"C"	Very high competence/ mastery
"D"	Individual work, highest advanced

Grade 1-12 Scope and Sequence and Benchmark Chart

ACTIVITY	1	2	3	4	5	6	7	8	9	10	11	
Rhythmic Aerobics						A	A,B	A,B	A,B	B,C	C,D	C
Badminton						A	A	A,B	A,B	B,C	C,D	C
Fitness and Skills	A	B	C	D								
Basketball				A	A,B	B,C	B,C	C,D	C,D	D	D	D
Social Dance								A	A,B	B,C	C,D	D
Weight Training						A	A	B,C	B,C	C,D	C,D	D
Football, Touch					A	A,B	B,C	C,D	C,D	D	D	D
Frisbee						A	A,B	B,C	C,D	C,D	D	D

Golf								A	A,B	B,C	B,C	C
Gymnastics (Hold)			A,B	A,B	A,B							
Lacrosse							A	A,B	C,D			
Paddleball										A	A,B	C
Ping Pong										A,B	B,C	C
Physical Fitness Assessment and Plan				C,D	D	C,D	D	C,D	D	C,D	D	D
Project Adventure										A	B,C	D
Recreational Cooperative Activities	A,B	A,B	B,C	C,D	D							
Rhythmic Activities	A	B	B,C	C,D	D							
Soccer				A	A,B	B,C	B,C	C,D	C,D	D	D	D
Softball				A	A,B	B,C	B,C	C,D	C,D	D	D	D
Team Handball										D	D	D
Tennis										A,B	B,C	C
Track						A	A,B	B,C	C,D			
Tumbling			A	A,B	B,C	C,D	D					
Volleyball				A	A,B	B,C	B,C	C,D	C,D	D	D	D
Yoga										A	A,B	A

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

A+	98-100
A	92-97
A-	90-91
B+	86-89
B	82-85

B-	80-81
C+	76-79
C	72-75
C-	70-71
D+	66-69
D	62-65
D-	60-61
F	0-59

EVALUATIVE CRITERIA OF INDIVIDUAL TEACHING UNITS

1. Units should be evaluated using three general areas: ACQUISITION APPLICATION EVALUATION

1. ACQUISITION includes the learning of skills, drills and comprehension.
2. APPLICATION is the students' utilization of those items in the acquisition portion.
3. EVALUATION is the grading of the degree of successful accomplishment of the acquisition and application.

Grade 10-12 Approximate (total points scale)

10% Cognitive and affective oral/written tests (mental comprehension & understanding)

10% Psychomotor acquisition of skills (physical)

20% Fitness

60% Teacher professional evaluation (participation, effort, sportsmanship)

1. Students should be evaluated on a daily basis.
2. Roll book notations could include a legend that designates grading system as well as numerical designations, etc.

Other Details

CONTENT FOCUS AREA AND COURSE NAME

Grade 10-12 Physical Education/Dance

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1735	50	A	10-12	3-4-5	126/168/210	E	02/09/1989

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS (P= Primary and S= Secondary)

NJSLS Standard		NJSLS Standard		NJSLS Standard	
1. Visual and Performing Arts	S	5. Science	S	9. Career Education and Consumer/ Family/ Life Skills	
2. Health and Physical Education	P	6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics	S	8. Technology Literacy	S		