

# MS PE Dance

Content Area: **Health & Physical Education**  
Course(s): **Health I**  
Time Period: **September**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview:

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The Dance unit is different than any other unit that we do throughout the year. In the beginning of the unit, basic steps are taught to the students. After the steps are taught to the students, they break off into groups of their choosing. They then have to work collaboratively and customize their own dance to be performed in front of the class. Each group must have a minimum of 30 dance moves. All movements and music must be approved by the teachers.

## Essential Questions:

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1. What country is the dance you are researching from?
2. What are the steps to the cultural dance ?
3. Why did you decide to research and perform the dance?

## Enduring Understandings:

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1. Students will be able to restate specific history facts of the cultural dance they decide to choose.
2. The learners will be able to critique their own dance/movements throughout the unit.
3. The students will have to recall all movements of dance and perform it to the class.
4. The learners will be able to create their own custom dance with a minimum of 30 moves.

## Standards/Indicators/Student Learning Objectives (SLOs):

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HE.6-8.2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
HE.6-8.2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
HE.6-8.2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

HE.6-8.2.2.8.MSC.3

Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

### **Lesson Titles:**

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1. Research Cultural Dances
2. Choose a Cultural Dance
3. Dance creation
4. Dance Performances

### **Career Readiness, Life Literacies, & Key Skills:**

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WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).  Brainstorming can create new, innovative ideas.  Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

### **Inter-Disciplinary Connections:**

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DA.6-8.1.1.8.Cr	Creating
DA.6-8.1.1.8.Cr1	Generating and conceptualizing ideas.
DA.6-8.1.1.8.Cr1b	Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.
DA.6-8.1.1.8.Cr2	Organizing and developing ideas.
DA.6-8.1.1.8.Cr2a	Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.
DA.6-8.1.1.8.Pr	Performing

## **Equity Considerations**

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Researching and understanding various Cultural Dances from around the world.

## **Amistad Mandate**

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Topic: Racism in Sports

Materials Used: <https://www.nbcnews.com/news/world/english-soccer-has-been-blighted-racism-also-leads-charge-against-n1274180>

Addresses the Following Component of the Mandate: There are implicit biases and stereotypes across all sports, especially soccer. This article shares how a black soccer player was criticized for playing the sport and mocked when making mistakes in games, regardless of the skills that got him to the professional level.

- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in the Country

## **Holocaust Mandate**

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Topic: Equal pay for women in sports.

Materials Used: <https://www.nytimes.com/2022/02/22/sports/soccer/us-womens-soccer-equal-pay.html>

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): LGBTQ players in sport and the Stigmas they carry

Materials Used: <https://www.nbcnews.com/think/opinion/first-openly-gay-nfl-player-carl-nassib-could-be-turning-ncna1271896>

Addresses the Following Component of the Mandate: The first openly gay man to actively play for the NFL at the time of coming out was not until 2021.

- Economic
- Political
- Social

## **Climate Change**

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<https://www.commonwealthfund.org/publications/explainer/2022/may/impact-climate-change-our-health-and-health-systems>

This article shares the importance of being aware of climate change as it relates to physical and mental health. Being in good health, and being able to adapt to ever-changing weather conditions is a key part of living and long, healthy life.

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Younghoe Koo, Asian American NFL field goal kicker.

Materials Used: [https://www.espn.com/nfl/story/\\_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl](https://www.espn.com/nfl/story/_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl)

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

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## **Benchmark Assessment**

Writing prompt

Skills Based Assessment

Reading response

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## **Summative Assessment:**

(Rubric) <https://drive.google.com/drive/u/1/search?q=dance%20rubric>

- 1. Group Performances

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## **Resources & Materials:**

Chromebooks

Internet/ Websites

Youtube

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## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

**Strategies:** Group Work, Group/Individual Practice, Dance Performance

### **Learning Activities:**

1. Proper technique of basic dance moves. (Remembering, Understanding, Applying)
2. Go over Dance Guidelines/Requirements (moves, music, attire). (Remembering, Understanding, Applying)
3. Practice dance with group or individually. (Applying, Analyzing, Evaluating, Creating)
4. Dance Performance (Assessment) (Remembering, Understanding, Applying, Analyzing, Evaluating,

Creating)

### **Formative Assessment:**

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- Anticipatory Set
- Closure
- Warm-Up

### **Modifications**

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#### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

#### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible

- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples

- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

## **Computer Science and Design Thinking Standards**

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