

# Unit 07 Dance/Fitness

Content Area: **Health and Physical Education**  
Course(s):  
Time Period: **Trimester 1**  
Length: **2-3 Weeks**  
Status: **Published**

## Brief Summary of Unit

---

The ability to understand and incorporate wellness practices into one's daily living is vital to the well-being of our students and directly correlates to their optimal overall health. Effective health practices provide students with the potential for success when choosing a career and allow for the pursuit of any career interest. When taking this course, students develop their understanding of the interrelationship between wellness, overall well-being and success.

This unit explores various body movements and its relationship to keeping fit to ensure a healthy lifestyle. Students will practice rhythmical movement, coordination, social interaction, and self-expression

Revised: July 2020

## Standards

---

By the end of Grade 5:

### Movement Skills & Concepts

Competent and confident age appropriate performance of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports and recreational activities.

- 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.2.5.MSC.3: Perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, recreational activities).
- 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance proficiency during movement and physical activity.

Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.

- 2.2.5.MSC.5: Correct movement skills and concepts in response to external feedback and self evaluation with understanding and demonstrating how the change improves performance.

Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities.

- 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. • 2.2.5.MSC.7: Apply specific rules and procedures for specific physical activity, games, and sports in a

safe active environment.

## Physical Fitness

The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, and balance).

- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
- 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
- 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- 2.2.5. PF.5: Determine how different factors influence personal fitness, such as (e.g., heredity, physical activity, nutrition, sleep, technology,) and other healthy lifestyle choices.

## Lifelong Fitness

Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age-appropriate physical activities.

- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment by self or with others.
- 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).

Personal and community resources can support physical activity.

- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

## Inclusion of the Career Ready Practice Standards

- CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

## Integration of 21<sup>st</sup> Century Skills through NJSL 9

- CAEP.9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## Integration of Technology Standards through the NJSL

TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

## **Transfer**

---

### **Essential Questions**

---

- Why does dance/fitness improve your physical health?
- How does dance/fitness affect our social, emotional, and mental health?
- How does dance/fitness “exercise your heart?”
- How does dance/fitness create an outlet for social success?
- What impact does an inactive lifestyle have on individuals throughout their life?

### **Essential Understandings**

---

- dance and fitness are individualized activities that are alternatives to organized sports.

### **Students Will Know**

---

- different dance steps and skills
- different types of dances to various music styles.
- a variety of dance formations.
- proper etiquette involved in dance.

### **Students Will Be Skilled At**

---

key terms: rock wall, fitness ladder, jump rope, step ups, geo motion, square dance calls, cha-cha slide, electric slide, cupid shuffle, macarena, cotton-eyed joe, thriller, chicken dance.

### **Evidence/Performance Tasks**

---

When taking a Physical Education or Health course, students demonstrate differentiated abilities to answer the essential questions and meet course objectives through formative and summative assessments. Evidence of progression in answering the essential questions and meeting course objectives demonstrates the development

of proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

- dress appropriately for every class.
- participate in class activities.
- display good sportsmanship
- follow the rules.
- follow safety precautions at all times.
- exhibit a level of skill
- answer the essential questions

### **Learning Plan**

---

- Preview the essential questions and connect to learning throughout the unit.
- Define each skill concept for various activities.
- Demonstrate each skill for various activities.
- Evaluate skill performance for understanding and additional reinforcement.
- Explain and outline the requirements needed to participate in the individual or group activity
- Discuss ways to practice good sportsmanship.

### **Materials**

---

Associated web content and media sources are infused into the unit as applicable and available

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments

<ul style="list-style-type: none"><li>• Explanation and demonstration through kinesthetic, visual, and auditory strategies</li><li>• Reinforcement of skills for understanding</li><li>• Individualized instruction</li><li>• Music</li><li>• Various Sports Equipment</li></ul>	.
--	---

### **Suggested Strategies for Modifications**

---

<https://docs.google.com/spreadsheets/d/1Dt1d40AYxClqqaEUJ0RRPHlx5Ace8TWBXtEQu8hpw3Q/edit#gid=1426178898>

