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 21st Century Skills through NJSLS 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 NJSLS

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

Performing Arts

1.1.5.Cr1: (a). Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, experiences, literary forms, natural phenomena, current news) to build dance content. (b). Solve multiple movement problems using the elements of dance to develop dance content.

1.1.5.Cr2: (a). Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices. (b). Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

1.1.5.Cr3: (a). Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions. (b). Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

1.1.5.Pr4: (a). Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far). (b). Perform planned and improvised movement sequences with increasing

complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes. (c). Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)

1.1.5.Pr5: (a). Apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) essential for the dancer. (b). Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement. (c). Identify body organization, demonstrate use of elongated spine and engage in release of tension from spine/shoulders. (d). Demonstrate increased flexibility, strength, and endurance using a variety of bases of support (e.g., body shapes, levels, core). (e). Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.

1.1.5.Pr6: (a). Apply visualization, motor imagery, and breath to enhance body mechanics and the quality of a movement skill. (b). Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail. (c). Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right,

center stage, upstage, downstage). (d). Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.

1.1.5.Re7: (a). Describe recurring patterns of movement and their relationships to the meaning of the dance. (b). Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.

1.1.5.Re8: (a). Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

1.1.5.Re9: (a). Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.

1.1.5.Cn10: (a). Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences. (b). Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles, and cultural lenses.

1.1.5.Cn11: (a). Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

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

• Explanation and demonstration through kinesthetic, visual, and auditory strategies • Reinforcement of skills for understanding • Individualized instruction • Music • Various Sports Equipment	.

Suggested Strategies for Modifications

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