



TOOLS FOR LEARNING **DANCE SKILLS**

INTERMEDIATE (3-5)

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TOOLS FOR LEARNING **DANCE SKILLS**

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Chapter 116. Texas Essential Knowledge and Skills for Physical Education

Subchapter A. Elementary

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.

§116.1. Implementation of Texas Essential Knowledge and Skills for Physical Education, Elementary.

The provisions of this subchapter shall supersede §75.30(a)-(l) of this title (relating to Physical Education) beginning September 1, 1998.

Source: The provisions of this §116.1 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.2. Physical Education, Kindergarten.

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) In Grades K-2, children learn fundamental movement skills and begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity. Students begin to develop a vocabulary for movement and apply concepts dealing with space and body awareness. Students are engaged in activities that develop basic levels of strength, endurance, and flexibility. In addition, students learn to work safely in group and individual movement settings. A major objective is to present activities that complement their natural inclination to view physical activity as challenging and enjoyable.

(3) The focus for kindergarten students is on learning basic body control while moving in a variety of settings. Students become aware of strength, endurance and flexibility in different parts of their bodies and begin to learn ways to increase health-related fitness.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) travel in different ways in a large group without bumping into others or falling;
- (B) demonstrate clear contrasts between slow and fast movement when traveling;
- (C) demonstrate non-locomotor (axial) movements such as bend and stretch;
- (D) maintain balance while bearing weight on a variety of body parts;
- (E) walk forward and sideways the length of a beam without falling;
- (F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;
- (G) roll sideways (right or left) without hesitating; and

(H) toss a ball and catch it before it bounces twice.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; and

(B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide opportunities for enjoyment and challenge;

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk;

(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and

(E) describe the benefits from involvement in daily physical activity such as feel better and sleep better.

(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:

(A) observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration;

(B) locate the lungs and explain their purpose; and

(C) state that rest and sleep are important in caring for the body.

(5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:

(A) use equipment and space properly;

(B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity;

(C) explain how proper shoes and clothing promotes safe play and prevent injury;

(D) explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard; and

(E) explain appropriate reactions during emergencies in physical activities.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The

student is expected to:

- (A) respond appropriately to starting and stopping signals; and
 - (B) demonstrate the ability to play within boundaries during games and activities.
- (7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
- (A) follow rules, procedures, and safe practices;
 - (B) work in a group setting in cooperation with others; and
 - (C) share space and equipment with others.

Source: The provisions of this §116.2 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.3. Physical Education, Grade 1.

(a) Introduction.

- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) First grade students continue to develop basic body control, fundamental movement skills, and health-related fitness components such as strength, endurance, and flexibility. Students can state key performance cues for basic movement patterns such as throwing and catching. Students continue to learn rules and procedures for simple games and apply safety practices associated with physical activities.

(b) Knowledge and skills.

- (1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:
 - (A) demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;
 - (B) demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding;
 - (C) demonstrate control in balancing and traveling activities;
 - (D) demonstrate the ability to work with a partner such as leading and following;
 - (E) clap in time to a simple rhythmic beat;
 - (F) create and imitate movement in response to selected rhythms;
 - (G) jump a long rope; and
 - (H) demonstrate on cue key elements in overhand throw, underhand throw, and catch.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) recognize that motor skill development requires correct practice; and
- (B) demonstrate a base of support and explain how it affects balance.

(3) Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

- (A) describe and select physical activities that provide opportunities for enjoyment and challenge;
- (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
- (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and
- (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:

- (A) distinguish between active and inactive lifestyles;
- (B) describe the location and function of the heart;
- (C) describe how muscles and bones work together to produce movement;
- (D) describe food as a source of energy; and
- (E) explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.

(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:

- (A) use equipment and space safely and properly;
- (B) describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;
- (C) describe how to protect himself/herself from harmful effects of the sun;
- (D) list water safety rules and demonstrate simple extension rescue; and
- (E) describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

- (A) demonstrate starting and stopping signals; and

(B) explain boundaries and rules for simple games.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow directions and apply safe movement practices;

(B) interact, cooperate, and respect others; and

(C) resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.

Source: The provisions of this §116.3 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.4. Physical Education, Grade 2.

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Second grade students learn to demonstrate key elements of fundamental movement skills and mature form in locomotive skills. Students learn to describe the function of the heart, lungs, and bones as they relate to movement. Students are introduced to basic concepts of health promotion such as the relationship between a physically-active lifestyle and the health of the heart. Students learn to work in a group and demonstrate the basic elements of socially responsible conflict resolution.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) travel independently in a large group while safely and quickly changing speed and direction;

(B) demonstrate skills of chasing, fleeing, and dodging to avoid or catch others;

(C) combine shapes, levels, and pathways into simple sequences;

(D) demonstrate mature form in walking, hopping, and skipping;

(E) demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support;

(F) demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down;

(G) demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control;

(H) demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position;

(I) demonstrate control weight transfers such as feet to hands with controlled landing and feet to back;

- (J) demonstrate the ability to mirror a partner;
- (K) walk in time to a 4/4 underlying beat;
- (L) perform rhythmical sequences such as simple folk, creative, and ribbon routines;
- (M) jump a self-turned rope repeatedly; and
- (N) demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) recognize that attention to the feeling of movement is important in motor skill development; and
- (B) identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

- (A) describe and select physical activities that provide opportunities for enjoyment and challenge;
- (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
- (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and
- (D) lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

- (A) identify how regular physical activity strengthens the heart, lungs, and muscular system;
- (B) describe how the blood carries oxygen and nutrients through the body;
- (C) identify foods that enhance a healthy heart;
- (D) explain the need for foods as a source of nutrients that provide energy for physical activity;
- (E) describe the negative effects of smoking on the lungs and the ability to exercise; and
- (F) describe the need for rest and sleep in caring for the body.

(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:

- (A) use equipment and space safely and properly;

- (B) select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;
- (C) list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves;
- (D) list water safety rules and describe their importance;
- (E) identify safe cycling and road practices; and
- (F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

- (A) identify goals to be accomplished during simple games such as not getting tagged; and
- (B) identify strategies in simple games and activities such as dodging to avoid being tagged.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

- (A) display good sportsmanship; and
- (B) treat others with respect during play.

Source: The provisions of this §116.4 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.5. Physical Education, Grade 3.

(a) Introduction.

- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) In Grades 3-5, students continue to develop strength, endurance, and flexibility. Students can demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process.
- (3) In Grade 3, students begin to learn and demonstrate more mature movement forms. Students also learn age-specific skills and the health benefits of physical activity. Students begin to learn game strategies, rules, and etiquette.

(b) Knowledge and skills.

- (1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations;
- (B) demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations;
- (C) demonstrate mature form in jogging, running, and leaping;
- (D) demonstrate moving in and out of a balanced position with control;
- (E) demonstrate proper body alignment in lifting, carrying, pushing, and pulling;
- (F) demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls;
- (G) transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam;
- (H) clap echoes in a variety of one measure rhythmical patterns;
- (I) demonstrate various step patterns and combinations of movement in repeatable sequences; and
- (J) demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force; and
- (B) know that practice, attention and effort are required to improve skills.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

- (A) describe and select physical activities that provide for enjoyment and challenge;
- (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
- (C) participate in appropriate exercises for developing flexibility;
- (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and
- (E) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

- (A) describe the long term effects of physical activity on the heart;

- (B) distinguish between aerobic and anaerobic activities;
 - (C) identify foods that increase or reduce bodily functions; and
 - (D) identify principles of good posture and its impact on physical activity.
- (5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:
- (A) use equipment safely and properly;
 - (B) select and use proper attire that promotes participation and prevents injury;
 - (C) identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians; and
 - (D) identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.
- (6) Social development. The student understands basic components such as strategies and rules of structured physical activities including but not limited to, games, sports, dance, and gymnastics. The student is expected to:
- (A) identify components of games that can be modified to make the games and participants more successful; and
 - (B) explain the importance of basic rules in games and activities.
- (7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
- (A) follow rules, procedures, and etiquette;
 - (B) persevere when not successful on the first try in learning movement skills; and
 - (C) accept and respect differences and similarities in physical abilities of self and others.

Source: The provisions of this §116.5 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.6. Physical Education, Grade 4.

(a) Introduction.

- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) Fourth grade students learn to identify the components of health-related fitness. Students combine locomotor and manipulative skills in dynamic situations with body control. Students begin to identify sources of health fitness information and continue to learn about appropriate clothing and safety precautions in exercise settings.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations;
- (B) catch an object while traveling such as catch a football pass on the run;
- (C) combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences;
- (D) jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending;
- (E) perform sequences that include traveling, showing good body control combined with stationary balances on various body parts;
- (F) demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force;
- (G) transfer weight along and over equipment with good body control;
- (H) create a movement sequence with a beginning, middle, and end;
- (I) perform basic folk dance steps such as grapevine, schottische, and step-together-step;
- (J) travel into and out of a rope turned by others without hesitating; and
- (K) demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving;
- (B) identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills;
- (C) make appropriate changes in performance based on feedback; and
- (D) describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

- (A) describe and select physical activities that provide for enjoyment and challenge;
- (B) name the components of health-related fitness such as strength, endurance, and flexibility;
- (C) identify and demonstrate a variety of exercises that promote flexibility;
- (D) improve flexibility in shoulders, trunk, and legs;

- (E) participate in activities that develop and maintain muscular strength and endurance; and
- (F) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:

- (A) describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors;
- (B) participate in moderate to vigorous physical activities on a daily basis;
- (C) identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility;
- (D) identify major muscle groups and the movements they cause;
- (E) describe the relationship between food intake and physical activity such as calories consumed and calories expended;
- (F) explain the link between physical activity/inactivity and health such as reduce stress and burn calories;
- (G) explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release;
- (H) describe the need for rest and sleep in recovering from exercise; and
- (I) identify sources of information on skill improvement, fitness, and health such as books and technology.

(5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

- (A) use equipment safely and properly;
- (B) select and use proper attire that promotes participation and prevents injury;
- (C) describe and apply safety precautions when cycling and skating; and
- (D) identify potential risks associated with physical activities.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

- (A) distinguish between compliance and noncompliance with rules and regulations; and
- (B) analyze potential risks associated with unsafe movement and improper use of equipment.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

- (A) follow rules, procedures, and etiquette;

- (B) respond to winning and losing with dignity and understanding;
- (C) work independently and stay on task; and
- (D) demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.

Source: The provisions of this §116.6 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.7. Physical Education, Grade 5.

(a) Introduction.

- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) Fifth grade students demonstrate competence such as improved accuracy in manipulative skills in dynamic situations. Basic skills such as jumping rope, moving to a beat, and catching and throwing should have been mastered in previous years and can now be used in game-like situations. Students continue to assume responsibility for their own safety and the safety of others. Students can match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, and time. Students continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways.

(b) Knowledge and skills.

- (1) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:
 - (A) demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent;
 - (B) demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump;
 - (C) demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;
 - (D) demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates;
 - (E) demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;
 - (F) combine traveling and rolling with smooth transitions;
 - (G) combine weight transfer and balance on mats and equipment;
 - (H) demonstrate the ability to contrast a partner's movement;
 - (I) perform selected folk dances;

(J) jump a rope using various rhythms and foot patterns repeatedly;

(K) demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball; and

(L) demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw;

(B) identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and

(C) choose appropriate drills/activities to enhance the learning of a specific skill.

(3) Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

(A) participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness;

(B) identify appropriate personal fitness goals in each of the components of health-related fitness; and

(C) explain the value of participation in community physical activities such as little league and parks and recreation.

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

(A) relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs;

(B) self-monitor the heart rate during exercise;

(C) match different types of physical activity with health-related fitness components;

(D) define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness;

(E) describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing;

(F) identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U. S. dietary guidelines;

(G) describe common skeletal problems and their effect on the body such as spinal curvatures;

(H) describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity; and

- (I) describe how movement and coordination are effected by alcohol and other drugs.
- (5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:
- (A) use equipment safely and properly;
 - (B) select and use proper attire that promotes participation and prevents injury;
 - (C) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity; and
 - (D) identify potentially dangerous exercises and their adverse effects on the body.
- (6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:
- (A) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense; and
 - (B) explain the concept and importance of team work.
- (7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
- (A) follow rules, procedures, and etiquette;
 - (B) use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all; and
 - (C) describe how physical activity with a partner or partners can increase motivation and enhance safety.

Source: The provisions of this §116.7 adopted to be effective September 1, 1998, 22 TexReg 7759.

For additional information, email rules@tea.state.tx.us.



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
CURRICULUM FRAMEWORKS 1st - 2nd Semester

Subject: Physical Education

Grade: K - 2

Week	Concepts	TEKS	TEKS		Week	Concepts	TEKS	TEKS	
			Kindergarten	Physical Ed TEKS				Kindergarten	Physical Ed TEKS
1	Orientation/Low Organized Games: <ul style="list-style-type: none">RulesSafetySportsmanshipPrevention of Injuries and First-AidMotor SkillsLow Organized Games	ELA K.4,16 1.3,4,13,18,23 2.3,4,14 MATH K.1,4 1.1,3,5 2.1,3,4,12	K.5,6,7	First 1.1,5,6,7	12	Lifetime Leisure Sports-(Modified Lead-up Games): <ul style="list-style-type: none">Lead-up TennisLead-up CroquetLead-up BowlingLead-up GolfLead-up KickballLead-up TetherballBeginners Swimming (2nd Grade)Lead-up Bicycle Skills	ELA K.15,16 Math K.9 1..2,6 2..2	Kinder K.5	First 1.5
			Kinder K.2,8	First 1.2,3,9				Kinder K.2	First 1.2
2	Fundamental Skills: <ul style="list-style-type: none">Manipulative SkillsLocomotor SkillsNon-locomotor SkillsPerceptual Awareness Skills	ELA K.1,4,5 1.1,4,5,7,18,20 2.1,16,20 MATH K.1,2,4,5,6,9,10 14 1.1,2,3,4,6,20 2.1,3,5,7,12,16	K.1,2,3,4,5,6,7	First 1.1,2,3,4,5	14	Gymnastic Skills: <ul style="list-style-type: none">Gross Motor SkillsBalancesApparatus Activities	MATH 3..3 4..3 5..3	Kinder K.1,2,3,4,5,6,7	First 1.1,2,3,5,6,7
3			Kinder K.1,2,3,4,8	First 1.1,2,3,4,5					Health Ed. TEKS
4	Fitness Skills: <ul style="list-style-type: none">Gross Motor SkillsAerobics/Step BenchesRunning Activities/RelaysGamesCalisthenicsObstacle CourseCircuit TrainingJump RopesCATCH Activity Box:<ul style="list-style-type: none">CATCH Go Fitness-Pink	ELA 2,3,18,20 MATH K.4 1,2,3 2,2,3,7,12	Kinder K.1,3,4,5,6,7	First 1.1,3,4,5,6	16	Rhythmic: <ul style="list-style-type: none">Folk DanceSquare DanceHip-HopLine DanceLatin DanceBallroom Dance	ELA K.1,4,5,6,7,8,10,16 1,4,5,7,11,13,18 18 20 MATH K.1,8,13 1.1,3,5,8,9,11 2,4,10,11,12	Kinder K.1,2,3,4,5,6,7	First 1.1,2,3,4,5,6,7
5			Kinder K.1,4,5,8,9	First 1.1,2,3,4					Health Ed. TEKS
6	Rhythmic: <ul style="list-style-type: none">Bean BagsSinging/Rhythmic MovementLummi SticksTinkling Bands/Poles	ELA K.1,4,5,6,7,8,10 16 1,4,5,7,11,13,18 2,3,4,8,10,14,20 MATH K.1,8,13 1.1,3,5,8,9,11 2,4,10,11,12	Kinder K.1,2,7	First 1.1,7	17	Organized Games: CATCH Activity Box: <ul style="list-style-type: none">Warm Up Activities-(Blue)Go Activities-(Green)	Physical Ed TEKS K.1,2,3,4,5,6,7	Kinder K.1,2,3,4,5,6,7	First 1.1,2,3,4,5,6,7
7			Kinder K.1,4,5,8,9	First 1.1,4,9,10				Kinder K.1,3,8,9	First 1.2,3,4,5,9,10,11
8	Sports (Modified Lead-up Games): <ul style="list-style-type: none">Lead-up Flag FootballLead-up VolleyballLead-up BasketballLead-up SoccerLead-up T-BallLead-up Track & FieldLead-up Field Hockey	ELA K.1,4,5,7,8,14,15 5 1.1,3,4,5,6,7,11,17,18,20 2.1,2,14,17 MATH K.3,4,5,6,9,10,14 4 1.1,2,3,4,6,7,10 2.1,2,3,6,7,9,11	Kinder K.1,2,3,4,5,6,7	First 1.1,2,3,4,5	O P E N	Fitness Skills: <ul style="list-style-type: none">Gross Motor SkillsAerobics/Step BenchesRunning Activities/RelaysGamesCalisthenicsObstacle CourseCircuit TrainingJump RopesCATCH Activity Box:<ul style="list-style-type: none">CATCH Go Fitness-(Pink)	ELA 2,3,18,20 MATH K.4 1,2,3 2..2,3,7,12	Kinder K.1,3,4,5,6,7	First 1.1,3,4,5,6,7
9			Kinder K.1,3,8,9	First 1.2,3,4,5,9				Kinder K.1,4,5,8,9	First 1.1,2,3,4
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11									



**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
CURRICULUM FRAMEWORKS 1st - 2nd Semester**

Subject: Physical Education

Grade: K - 2

Week	Concepts	TEKS	TEKS	Week	Concepts	TEKS	TEKS
18	Fitness Skills: • Gross Motor Skills • Aerobics/Step Benches • Running Activities/Relays • Games • Calisthenics/Obstacle Course • Circuit Training • Jump Ropes CATCH Activity Box: • CATCH Go Fitness-(Pink)	ELA 2..3,18,20 MATH K.4 1..2,3 2..2,3,7,12	Physical Ed TEKS K.1,3,4,5,6,7 First 1.1,3,4,5, 6,7 Second 2.2,3,4,5,6, 7	27	Gymnastic Skills: • Gross Motor Skills • Balances • Apparatus Activities	MATH 3..3 4..3 5..3	Physical Ed TEKS K.1,2,3,5, 6,7 First 1.1,2,3,5, 6,7 Second 2.1,2,3,5, 6,7
19			Health Ed. TEKS K.1,4,5,8,9 First 1.1,2, 3,4 Second 2.1,2, 3,11	28			Health Ed. TEKS
20	Fundamental Skills: • Manipulative Skills • Locomotor Skills • Non-locomotor Skills • Perceptual Awareness Skills	ELA K.1,4,5 1.1,4,5,7,18,20 2.1,16,20 MATH K.1,2,4,5,6,9,10, 11,14 1.1,2,3,4,6,20 2.1,3,5,7,12,16	Physical Ed TEKS K.1,2,3,4,5, 6,7,9 First 1.1,2,3,4, 5,6,7 Second 2.1,2,3,4,5, 6,7	29	Sports -(Modified Lead -up Games): • Lead-up Flag Football • Lead-up Volleyball • Lead-up Basketball • Lead-up Soccer • Lead-up T-Ball • Lead-up Track & Field • Lead-up Field Hockey	ELA K.1,4,5,7,8,14,15 1.1,3,4,5,6,7,11 17,18,20 2.1,2,14,17 MATH K.3,4,5,6,9,10,14 1.1,2,3,4,6,7,10 2.1,2,3,6,7,9,11	Physical Ed TEKS K.1,2,3,4, 5,6,7 First 1.1,2,3,4, 5,6,7 Second 2.1,2,3,4, 5,6,7 Health Ed. TEKS K.1,3,8,9 K.1,2,3,4,5, 9,10 First 1.2,3,4,5, 9,10 Second 2.1,2,3,5, 9,10,11
21			Health Ed. TEKS K.1,2,3,4,8 First 1.1,2,3,4, 5,9, 10 Second 2.1,2,3,5,9, 10,11	30			
22	Rhythmic: • Folk Dance • Square Dance • Hip-Hop • Line Dance • Latin Dance • Ballroom Dance	ELA K.1,4,5,6,7,8, 10,16 1.4,5,7,11,13, 18 2..3,4,8,10,14, 20 MATH K.1,8,13 1.1,3,5,8,9,11 2.4,10,11,12	Physical Ed TEKS K.1,2,7 First 1.1,7 Second 2.1,7 Health Ed. TEKS K.1,4,5,8,9 First 1.1,4,9,10 2.1,3,9,10	31	Fundamental Skills: • Manipulative Skills • Locomotor Skills • Non-locomotor Skills • Perceptual Awareness Skills	ELA K.1,4,5 1.1,4,5,7,18,20 2.1,16,20 MATH K.1,2,4,5,6,9,10 11,14 1.1,2,3,4,6,20 2.1,3,5,7,12,16	Physical Ed TEKS K.1,2,3,4, 5,6,7,9 First 1.1,2,3,4, 5,6,7 Second 2.1,2,3,4, 5,6,7 Health Ed. TEKS K.1,2,3,4, 8 First 1.1,2,3,4, 5,9,10 Second 2.1,2,3,5, 9,10,11
23	Rhythmic: • Bean Bags • Singing/Rhythmic Movement • Lummi Sticks • Tinkling Bands/Poles	ELA K.1,4,5,6,7,8, 10,16 1.4,5,7,11,13, 18 2..3,4,8,10,14, 20 MATH K.1,8,13 1.1,3,5,8,9,11 2.4,10,11,12	Physical Ed TEKS K.1,2,7 First 1.1,7 Second 2.1,7 Health Ed. TEKS K.1,4,5,8,9 First 1.1,4,9,10 2.1,3,9,10	34	Lifetime Leisure Sports (Modified Lead-up Games): • Lead-up Tennis • Lead-up Croquet • Lead-up Bowling • Lead-up Golf • Lead-up Kickball • Lead-up Tetherball • Lead-up Swimming • Field Day Activities	ELA K.15,16 MATH K.9 1.2,6 2.2	Physical Ed TEKS K.1,2,7 First 1.1,7 Second 2.1,7 Health Ed. TEKS K.1,4,5,8,9 First 1.1,4,9,10 2.1,3,9,10
24	Organized Games: • Gross Motor Skills • Running Activities/Relays • Jump Ropes CATCH Activity Box: • Go Fitness-(Pink)	ELA 2..3,18,20 MATH K.4 1..2,3 2..2,3,7,12	Physical Ed TEKS K.1,2,7 First 1.1,7 Second 2.1,7 Health Ed. TEKS K.1,4,5,8,9 First 1.1,4,9,10 2.1,3,9,10	35			
25			Health Ed. TEKS K.1,4,5,8,9 First 1.1,4,9,10 2.1,3,9,10	36			
26			Physical Ed TEKS K.1,2,7 First 1.1,7 Second 2.1,7 Health Ed. TEKS K.1,4,5,8,9 First 1.1,4,9,10 2.1,3,9,10	37	Organized Games: CATCH Activity Box • Warm-Up Activities-(Blue) • Go Activities-(Green)	ELA K.15,16 MATH K.9 1.2,6 2.2	Physical Ed TEKS K.1,2,7 First 1.1,7 Second 2.1,7 Health Ed. TEKS K.1,4,5,8,9 First 1.1,4,9,10 2.1,3,9,10
26			Physical Ed TEKS K.1,2,7 First 1.1,7 Second 2.1,7 Health Ed. TEKS K.1,4,5,8,9 First 1.1,4,9,10 2.1,3,9,10	38			
26			Physical Ed TEKS K.1,2,7 First 1.1,7 Second 2.1,7 Health Ed. TEKS K.1,4,5,8,9 First 1.1,4,9,10 2.1,3,9,10	39			



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT **CURRICULUM FRAMEWORKS 1st - 2nd Semester**

Subject: Physical Education

Grade: 3rd – 5th

Week	Concepts	TEKS	TEKS	Week	Concepts	TEKS	TEKS
1	Orientation/Independent Skill <ul style="list-style-type: none"> Rules Safety Sportsmanship Prevention of Injuries and First-Aid Motor Skills 	ELA 3.14 4.15,16,18 5.15,16,18 MATH 3.11, 4.3,5,3	Physical Ed TEKS Third 3.1,2,3,5, 67 Fourth 4.3,4,5,6, 7 Fifth 5.4,5,6,7 Health Ed. TEKS Third 3.1,2,9,10, 11 Fourth 4.1,4,9,11 Fifth 5.1,5,7,8,9	12	Lifetime Leisure Sports: <ul style="list-style-type: none"> Tennis Croquet Bowling Golf Kickball Tether Ball Swimming Bicycle Skills 	ELA 3.8, 4.2, 5.2,9 MATH 3.3,4,14 4.3,4,8,13 5.3,6,12	Physical Ed TEKS Third 3.1,2,4,5, 67 Fourth 4.1,2,3,5, 5,6,7 Health Ed. TEKS Third 3.1,2,4,5, 9,10,11 Fourth 4.1,2,4,9, 10,11 Fifth 5.2,5,6,8, 9
2	Fundamental Skills: <ul style="list-style-type: none"> Manipulative Skills Locomotor Skills Non-locomotor Skills Perceptual Awareness Skills Organized Games 	ELA 3.5,12,16 4.9,17 5.9,15,17 MATH 3.1,2,3,4,8,9 4.1,2,3,4,9 5.1,2,3,7	Physical Ed TEKS Third 3.1,3,4,5, 6 Fourth 4.1,2,3,4, 67 Fifth 5.1,2,3,4,56 Health Ed. TEKS Third 3.1,2,4,9, 11 Fourth 4.1,2,4,10 Fifth 5.1,2,5,6,9	14	Gymnastics Skills: <ul style="list-style-type: none"> Gross Motor Skills Balances Apparatus Activities 	MATH 3.3 4.3 5.3	Physical Ed TEKS Third 3.1,2,3,4 Fourth 4.1 Fifth 5.1
3	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays 	ELA 2.3,18,20 MATH K.4 1.2,3 2.2,3,7,12	Physical Ed TEKS Third 3.1,3,4,5, 6 Fourth 4.1,2,3,4, 56,7 Fifth 5.1,2,3,4,56	15	Rhythmic Dance Skills: <ul style="list-style-type: none"> Folk Dance Square Dance Hip Hop Line Dance Latin Dance Ballroom Dance 	ELA 3.9 4.10,15,16,17 5.10 MATH 3.2,8,9,11,15 4.4,9,12,14 5.7,11,14	Physical Ed TEKS Third 3.1,2,3,4, 5,7,11 Fourth 4.1,2,3,4, 5,6,7,11 Fifth 5.1,2,3,4, 5,6,7,11
4	Games <ul style="list-style-type: none"> Calisthenics Obstacle Course Circuit Training Jump Ropes 	ELA 2.3,7,12	Health Ed. TEKS Third 3.1,2,4,9, 11 Fourth 4.1,2,4,10 Fifth 5.1,2,5,6,9	16			
5	CATCH Activity Box: <ul style="list-style-type: none"> CATCH Go Fitness-(Pink) 						
6	FitnessGram Pre-Testing (Fall) <ul style="list-style-type: none"> Pacer Curl Ups Trunk Lift Push Ups Sit & Reach Height & Weight (BMI) 	Physical Ed TEKS 3.1 4.3,4 5.3		17	Games: CATCH Activity Box: <ul style="list-style-type: none"> Warm Up Activities-(Blue) Go Activities-(Green) 	ELA 2.3,18,20 MATH K.4 1.2,3 2.2,3,7,12	Physical Ed TEKS Third 3.1,3,4,5, 6 Fourth 4.1,2,3,4, 56,7 Fifth 5.1,2,3,4, 5,6
7							
8	Sports: <ul style="list-style-type: none"> Flag Football Volleyball Basketball Soccer Softball Track & Field Field Hockey 	ELA 3.1,15,16,17 4.1,15,17,18 5.1,15,16,17,18 MATH 3.1,2,3,4,6,8,11 4.1,2,3,4,7,8,12,1 8 5.1,2,3,6,7,11, 12,13,18	Physical Ed TEKS Third 3.1,2,3,4, 56,7 Fourth 4.1,2,3,4, 67 Fifth 5.1,2,3,4,56, 7	O P E N	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays Games Calisthenics Obstacle Course Circuit Training Jump Ropes 	ELA 2.3,18,20 MATH K.4 1.2,3 2.2,3,7,12	Physical Ed TEKS Third 3.1,2,3,4, 56,7 Fourth 4.1,2,3,4, 56,7 Fifth 5.1,2,3,4, 5,6
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**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
CURRICULUM FRAMEWORKS 1st - 2nd Semester**

Subject: Physical Education

Grade: 3rd – 5th

Week	Concepts	TEKS	TEKS	Week	Concepts	TEKS	TEKS													
17	Fitness Skills: <ul style="list-style-type: none">Gross Motor SkillsAerobics/Step BenchesRunning Activities/RelaysGamesCalisthenicsObstacle CourseCircuit TrainingJump Ropes CATCH Activity Box: <ul style="list-style-type: none">CATCH Go Fitness-(Pink)	ELA 2..3,18,20 MATH K.4 1..2,3 2..2,3,7,12	Physical Ed TEKS <table><tr><td>Third</td><td>3.1,2,3,4,5,6</td><td>Fourth</td><td>4.1,2,3,4,5,6,7</td><td>Fifth</td><td>5.1,2,3,4,5,6</td></tr></table>	Third	3.1,2,3,4,5,6	Fourth	4.1,2,3,4,5,6,7	Fifth	5.1,2,3,4,5,6	24	Fitness Skills: <ul style="list-style-type: none">Gross Motor SkillsAerobics/Step BenchesRunning Activities/RelaysGamesCalisthenicsObstacle CourseCircuit TrainingJump Ropes CATCH Activity Box: <ul style="list-style-type: none">CATCH Go Fitness-Pink	ELA 2..3,18,20 MATH K.4 1..2,3 2..2,3,7,12	Physical Ed TEKS <table><tr><td>Third</td><td>3.1,3,4,5,6</td><td>Fourth</td><td>4.1,2,3,4,5,6,7</td><td>Fifth</td><td>5.1,2,3,4,5,6</td></tr></table>	Third	3.1,3,4,5,6	Fourth	4.1,2,3,4,5,6,7	Fifth	5.1,2,3,4,5,6	25
				Third	3.1,2,3,4,5,6	Fourth	4.1,2,3,4,5,6,7	Fifth	5.1,2,3,4,5,6											
Third	3.1,3,4,5,6	Fourth	4.1,2,3,4,5,6,7	Fifth	5.1,2,3,4,5,6															
18				26																
19				27																
20	Fitness Gram Testing (Spring) <ul style="list-style-type: none">PacerCurl upsTrunk LiftPush UpsSit & ReachHeight & Weight (BMI)		Health Ed. TEKS <table><tr><td>Third</td><td>3.1,2,4,9,11</td><td>Fourth</td><td>4.1,2,410</td><td>Fifth</td><td>5.1,2,56,9</td></tr></table>	Third	3.1,2,4,9,11	Fourth	4.1,2,410	Fifth	5.1,2,56,9	28										
				Third	3.1,2,4,9,11	Fourth	4.1,2,410	Fifth	5.1,2,56,9											
21				29																
22	Rhythmic: <ul style="list-style-type: none">Folk DanceSquare DanceHip-HopLine DanceLatin DanceBallroom Dance	ELA 3..9 4.10,15,16,17 5.10 MATH 3..2,8,9,11,15 4.4,9,12,14 5.7,11,14	Physical Ed TEKS <table><tr><td>Third</td><td>3.1,2,3,4,5,7</td><td>Fourth</td><td>4.1,2,3,4,5,7</td><td>Fifth</td><td>5.1,2,34,5,6,7</td></tr></table>	Third	3.1,2,3,4,5,7	Fourth	4.1,2,3,4,5,7	Fifth	5.1,2,34,5,6,7	30										
				Third	3.1,2,3,4,5,7	Fourth	4.1,2,3,4,5,7	Fifth	5.1,2,34,5,6,7											
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MODULE OVERVIEW

ABOUT THIS MODULE

As physical educators, one of our main objectives is to encourage students to use physical activities as vehicles for self-expression. The Hopi Indians tell us that “to watch us dance is to hear our hearts speak.” Although most of our students will never become performance artists, they will most certainly have the opportunity to dance during celebrations and social gatherings. This module is designed to plant seeds of expression and enjoyment so students will have the skills and confidence to dance when opportunities arise.

NATIONAL STANDARDS AND OUTCOMES FOCUS

- ✓ **Standard 1 [E3.3-5]** Jumps and lands in the horizontal and vertical planes using a mature pattern (3); Uses spring-and-step take-offs and landings specific to gymnastics (4); Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks/games environments (5).
- ✓ **Standard 1 [E5.3-5]** Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ **Standard 2 [E3.5c]** Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- ✓ **Standard 2 [E4.3]** Employs the concept of alignment in gymnastics and dance (3a); Employs the concept of muscle tension with balance in gymnastics and dance (3b).
- ✓ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✓ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (5).
- ✓ **Standard 5 [E3.3-5]** Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5).

NOTE: Additional standards and outcomes addressed are specified on each activity plan.

MODULE OVERVIEW

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Student Assessment Tools		
Academic Language Quiz		
Self-Assessment Worksheet		
Holistic Performance Rubrics		
Teacher Self-Evaluation & Reflection Guide		

PLANNING
COMPLETE
LESSONS

Each dance activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

Dance Instant Activity	<i>5-10 minutes</i>
+ Full Dance Activity with Debrief	<i>10-20 minutes</i>
+ Intro Next Full Dance (time permitting)	<i>5-10 minutes</i>
+ Check for Understanding	<i>5 minutes</i>

Important: Suggestions are what they say they are – suggestions. All OPEN materials are offered in MS Word format so you can easily modify our suggestions to meet the needs of your students.

MODULE OVERVIEW

ASSESSMENT

Three types of assessments are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

Academic Language Quiz

A short academic language quiz is also provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module's critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

SELF ASSESSMENT WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day skills are first introduced. For example, during the module's first lesson, students participate in the activities Counting 8's and Cha Cha Slide. At the end of this activity, students would complete the Pre and Goal columns for recognizing and verbalizing 8-counts. Other skills would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the final lesson for this module.

USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

When evaluating a student's performance in their use of the self-assessment worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for self-assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete self-assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the self-assessment is consistent with the scale used for the holistic rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

MODULE OVERVIEW

HOLISTIC RUBRIC FOR PERFORMANCE


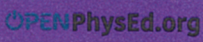
The holistic rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria, including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. Either rubric can be completed in full during the final day of the module, providing a final holistic evaluation of each student's performance.

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Counting 8's + Cha Cha Slide	Beat, Choreography, Crouch, Cues, Dance, Diagonally, Four-Wall Dance, Freeze, Grapevine, Hop, Jump, Lyric, Movement, Quarter-Turn, Rock, Rhythm, Side Step, Stomp
2	Counting 8's + Cha Cha Slide + Cupid Shuffle	Beat, Choreography, Count, Cues, Four-Wall Dance, Heel Touch, Lyric, Movement, Quarter-Turn, Rhythm
3	Dancin' Train + Cupid Shuffle + Space Jam	8-Count, Beat, Bounce, Choreography, Count, Grapevine, Jump, Locomotor Skills, Movement, Non-Locomotor Skills, Respect, Responsibility, Sequence
4	Dancin' Train + Space Jam + Fjaskern	8-Count, Beat, Clockwise, Count, Counter-Clockwise, Line Dance, Movement, Partner, Tempo
5	Trolls September + Fjaskern	8-Count, Beat, Clockwise, Count, Counter-Clockwise, Line Dance, Movement, Partner, Tempo
6	Trolls September + Looking Up	Beat, Bounce, Clockwise, Count, Counter-Clockwise, Leader, Follower, Grapevine, Locomotor Skills, Non-Locomotor Skills, Responsibility, Respect, Sequence
7	Looking Up + Can't Stop the Feeling	8-Count, Beat, Bounce, Count, Diagonally, Grapevine, Jump, Locomotor Skills, Lyric, Non-Locomotor Skills, Responsibility, Respect, Sequence
8	Can't Stop the Feeling + Virginia Reel	Beat, Caller, Calls, Choreography, Count, Cues, Do-Si-Do, Line Dance, Partner, Single-File Line, Skip, Slide, Tempo, Walk
9	Virginia Reel + Hip Hop Virginia Reel	8-Count, Beat, Caller, Charge, Choreography, Collaboration, Count, Creativity, Cues, Follower, Grapevine, Hip Hop, Leader, Movement, Partner, Sequence, Tempo
10	Dance Choice + Hip Hop Virginia Reel	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
1	Music Player	1390187	Link to e-Store
			
	Academic Language Cards		OPENPhysEd.org
	Dance Activity Cards		OPENPhysEd.org
	Academic Language Quiz		OPENPhysEd.org
	Holistic Performance Rubrics		OPENPhysEd.org
	Self-Assessment		OPENPhysEd.org
	The Cha Cha Slide		iTunes
	The Cupid Shuffle		iTunes
	Fjaskern		iTunes
	Looking Up		iTunes
	The Virginia Reel		iTunes
	Good Feeling		iTunes
	Can't Stop the Feeling		iTunes
	Space Jam		iTunes
	C'mon Ride It		iTunes
	September		iTunes
	What Makes You Beautiful		iTunes
	Tempo Slow		App Store

COUNTING IN 8'S

STUDENT TARGETS

- ✓ **Cognitive:** I will discuss the fact that the song we danced to is made up of many 8-counts put together.

TEACHING CUES

- ✓ Follow Teacher's Cues
- ✓ Find and Follow the Beat of the Music

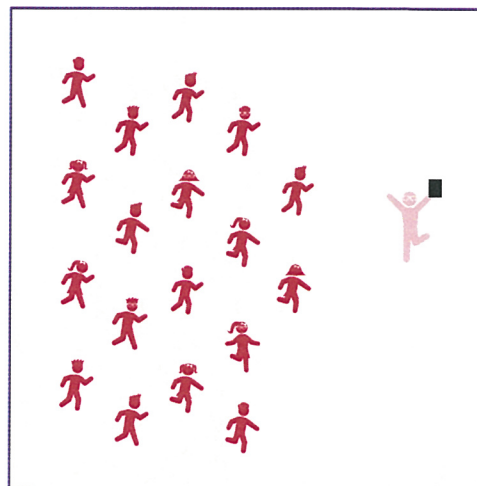
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ *What Makes You Beautiful* by One Direction (Available via [iTunes](#) or [YouTube](#)) or any song with a strong, steady beat

Set-Up:

1. Scatter students in self-space throughout the activity area.
2. Be sure students have enough space to dance safely.



Activity Procedures:

1. Today we are going to dance to a fun song to warm up our bodies and practice counting to the music.
2. When I start the music, we will all count out loud together. Count with me: "1, 2, 3, 4, 5, 6, 7, 8!" (Teachers, allow the music to play for a short time until the students get the hang of counting.)
3. Next, have students march in place for 8 counts, stepping right on the beat. Then, jump in place for 8 counts, landing right on the beat. Continue to alternate between marching/jumping for 8 counts each, counting out loud the whole time. Next, allow students to move through space as they march/jump.
4. After the song ends, discuss the way the whole song was made up of lots of 8-counts put together.

Grade Level Progression:

K-2: Perform the activity as described above.

3-5: Increase the number of movements from 2 to 4, using the Counting in 8's Activity Card for movement ideas. Then, take it one step further by introducing the concept that most songs are also composed of *phrases* of music: sets of four 8-counts strung together.

STANDARDS & OUTCOMES ADDRESSED

- ✓ Recognizes the importance of warm-up and cool-down relative to vigorous physical activity (3); Demonstrates warm-up and cool-down relative to the cardio-respiratory fitness assessment (4); Identifies the need for warm-up and cool-down relative to various physical activities (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Can you describe the pattern of movements we used in this dance activity?
- ✓ **DOK 3:** What did you notice about the way the music fit together with us counting to 8?
- ✓ **DOK 4:** Do you think the way the music fits together with 8-counts can help us learn other dances? If so, how?

NOTES

DANCIN' TRAIN

STUDENT TARGETS

- ✓ **Fitness:** I will actively engage during the dance by following my classmates' movements.

TEACHING CUES

- ✓ Follow Along with Conductor
- ✓ Follow Teacher's Cues
- ✓ Find and Follow the Beat of the Music

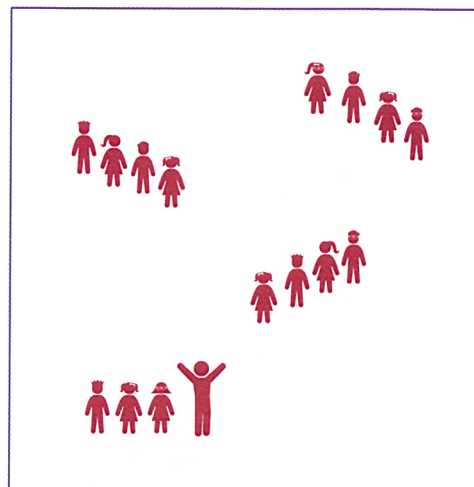
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ *C'mon Ride It* by Quad City DJs (available on [iTunes](#) and [YouTube](#))

Set-Up:

1. Place students into groups of 4 or more
2. Each group lines up in their own single-file "train" line.



Activity Procedures:

1. Today we're going to warm up our bodies by riding the Dancing Train! We're going to ride the train all around the room, dancing and having fun.
2. Once students are in their train formation, establish that the person at the front of the line will start as the conductor and lead the group around the room.
3. The students "riding the train" follow the conductor's movements as they make their way around the room.
4. Students rotate positions based on the teacher's instructions from the Dancin' Train Activity Card.

Grade Level Progression:

K–2nd: (K) The teacher is the conductor and all students are on one train. (1) The teacher is the conductor and performs both locomotor and non-locomotor movements. (2) Play the activity as described above.

3rd–5th: (3) Play the activity as described above. (4) Have conductors choose their own dance steps and movement patterns. (5) Have conductors choose their own dance steps and movement patterns with a focus on following the rhythm and tempo of the song.

STANDARDS & OUTCOMES ADDRESSED

- ✓ Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2); Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What locomotor and/or dance movements did you use in this activity?
- ✓ **DOK 2:** How did the music affect your movements as you traveled around the room?
- ✓ **DOK 2:** What did you notice about each conductor's movement choices as they led the group around the room?

NOTES

TROLLS SEPTEMBER

STUDENT TARGETS

- ✓ **Fitness:** I will actively engage by following all movement cues for this dance.

TEACHING CUES

- ✓ Follow Along with Dancers
- ✓ Follow Teacher's Cues
- ✓ Find and Follow the Beat of the Music

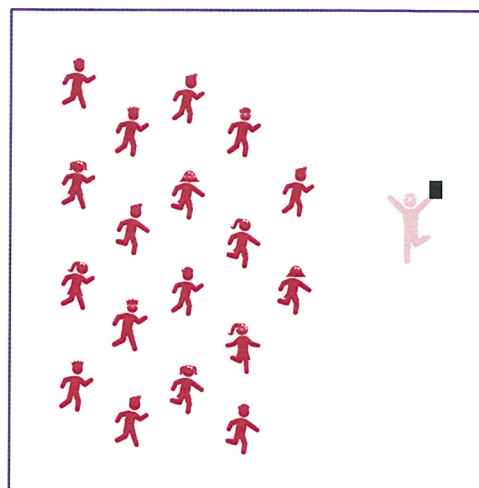
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ *September* by Justin Timberlake and Anna Kendrick & Earth, Wind & Fire (available on [iTunes](#) and [YouTube](#))
- ✓ Trolls September Activity Card

Set-Up:

1. Scatter students in self-space throughout the activity area.
2. Be sure students have enough space to dance safely.



Activity Procedures:

1. This dance was created with fun choreography that is meant to be fun and warm up the whole body.
2. Follow along with my movements (and/or movements being projected on the screen). Find and stay with the beat of the song and try to remember the sequence of the dance movements.
3. Teachers: use Trolls September Activity Card to teach the choreography of this dance.

Grade Level Progression:

- 3rd: Have students follow along with your movements or the movements being projected on the screen.
- 4th: Students begin to perform the movements with their own style.
- 5th: Once students have mastered this dance, have them create and perform their own "supercharged" movements.

STANDARDS & OUTCOMES ADDRESSED

- ✓ Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What dance movements did we use to perform this dance?
- ✓ **DOK 2:** Can you explain how the music affected how you felt once it started to play?
- ✓ **DOK 3:** How are the dance movements related to the beat and tempo of the music?

NOTES

CHA CHA SLIDE

STUDENT TARGETS

- ✓ **Skill:** I will perform the correct movements with the beat of the music.
- ✓ **Cognitive:** I will remember and the names of dance steps and perform the correct movements when they are called.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will move safely and respectfully in self-space.

TEACHING CUES

- ✓ Follow Lyric Cues: To the Left, Take it Back, One Hop, Stomp, Cha Cha, Charlie Brown, Criss Cross.

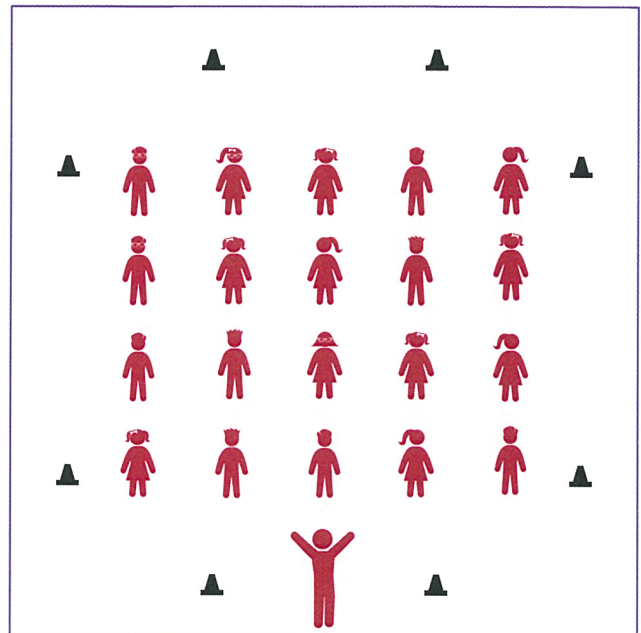
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music player
- ✓ *The Cha Cha Slide* by Mr. C (available on [iTunes](#) and [YouTube](#))
- ✓ 6-8 cones

Set-Up:

1. Set cones across from one other on each side of the activity area.
2. Arrange students in lines between the cones. Be sure students have enough space to dance safely.



Activity Procedures:

1. Today's dance is called *The Cha Cha Slide*. It is a 4-wall dance created by Chicago DJ and performer Mr. C, which is short for Casper. During 4-wall dances, you turn to face each wall of the gymnasium as you perform the dance.
2. The purpose of the dance is to exercise and have fun while following the lyrical cues and rhythm of the song.
3. Throughout the song, listen closely to the lyrics. They will guide you through the dance's movements as you face each of the 4 walls multiple times throughout the song.

Grade Level Progression:

- 3rd: Perform the dance in its original form, following the cues of the song.
- 4th: Students add bigger movements and their own style to the original steps.
- 5th: Students create their own choreography for each lyrical cue throughout the song.

CHA CHA SLIDE

CHALLENGE PROGRESSIONS

- ✓ Perform the dance while dribbling a basketball.
- ✓ Pick a student leader to serve as group leader for each of the 4 wall directions.
- ✓ Have student leaders add a special flare to the choreography for the class to follow.

MODIFICATIONS

- ✓ Teach and demonstrate each lyrical cue before adding music.
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

Beat, Choreography, Crouch, Cues, Dance, Diagonally, Four-Wall Dance, Freeze, Grapevine, Hop, Jump, Lyric, Movement, Quarter-Turn, Rock, Rhythm, Side Step, Stomp

- ✓ Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What dance movements did we use to perform this dance?
- ✓ **DOK 2:** What locomotor skill did we perform differently in this dance than we normally would perform it?
- ✓ **DOK 2:** What were the different levels and directions we used to perform this dance?
- ✓ **DOK 3:** How would a dance like this help people come together in a social setting?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: Use this dance to highlight how dances can include different levels, pathways, and directions. Have students think of their own interpretations of the musical cues and, as always, encourage them to be creative in their movements.

CUPID SHUFFLE

STUDENT TARGETS

- ✓ **Skill:** I will perform the correct movements with the beat of the music.
- ✓ **Cognitive:** I will remember the names of dance steps and perform the correct movements when they are called.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will move safely and respectfully in self-space.

TEACHING CUES

- ✓ Follow Lyric Cues: To the Right, To the Left, Now Kick, Now Walk it by Yourself

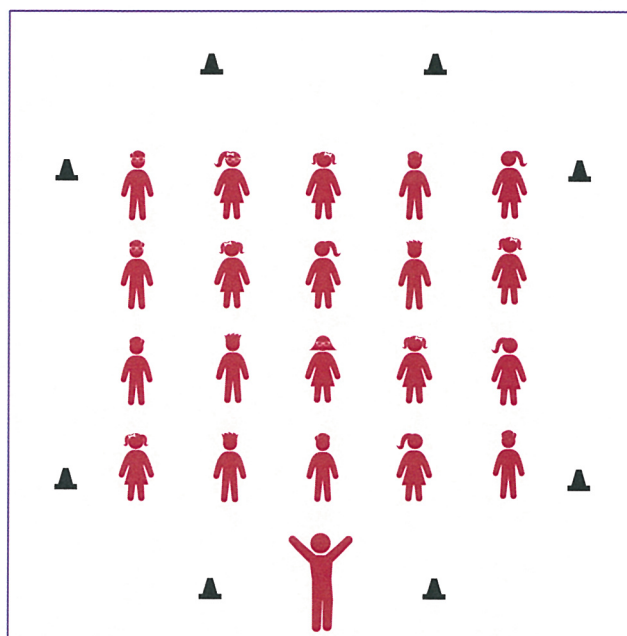
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music player
- ✓ *Cupid Shuffle* by DJ Cupid (available on [iTunes](#) and [YouTube](#))
- ✓ 6–8 cones

Set-Up:

3. Set cones across from one other on each side of the activity area.
4. Arrange students in lines between the cones. Be sure students have enough space to dance safely.



Activity Procedures:

1. Today's dance is called the *Cupid Shuffle*. It is a 4-wall dance created by DJ Cupid.
2. The purpose of the dance is to exercise while following the lyrical cues and rhythm of the song.
3. Listen closely to the lyrics at the beginning of the song. They will teach you the movements that you'll repeat over and over throughout this dance. They'll also repeat multiple times, so don't worry if you can't remember them the first time. You'll face each of the 4 walls multiple times throughout the song.

Grade Level Progression:

- 3rd: Perform the dance in its original form, following the cues of the song.
- 4th: Students add bigger movements and their own style to the original steps.
- 5th: Students create their own choreography for each lyrical cue throughout the song.

CUPID SHUFFLE

CHALLENGE PROGRESSIONS

- ✓ Perform the dance with fitness movements such as running in place, jumping jacks or high-leg kicks (see activity card).
- ✓ Pick a student leader to serve as group leader for each of the 4 wall directions.
- ✓ Have student leaders add a special flare to the choreography for the class to follow.

MODIFICATIONS

- ✓ Teach and demonstrate each lyrical cue before adding music.
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

Beat, Choreography, Count, Cues, Four-Wall Dance, Heel Touch, Lyric, Movement, Quarter-Turn, Rhythm

- ✓ Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What dance movements did we use to perform this dance?
- ✓ **DOK 2:** What did you notice about how the dance was organized?
- ✓ **DOK 3:** Did the way the dance was organized help make it easier for a lot of people to perform this dance at once?
- ✓ **DOK 3:** How is this dance similar to the Cupid Shuffle? How is it different?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: The Cupid Shuffle is a popular 4-wall dance in which many people participate during social events where dancing is involved. This dance is not very complicated, so use this opportunity to help students feel successful and celebrate that feeling individually and as a group. You can also use the fitness challenges included on the activity card to begin to help your students think about how music guides choreography, as well as how fitness and exercise can be a part of both dance and positive social interaction.

SPACE JAM

STUDENT TARGETS

- ✓ **Skill:** I will perform movements with the beat and tempo of the music
- ✓ **Cognitive:** I will remember and perform the dance's movements
- ✓ **Fitness:** I will perform this dance with my best effort to warm up all the parts of my body.
- ✓ **Personal & Social Responsibility:** I will encourage my classmates as we learn the movements and have fun.

TEACHING CUES

- ✓ Follow Teacher's Cues
- ✓ Find and Follow the Beat of the Music

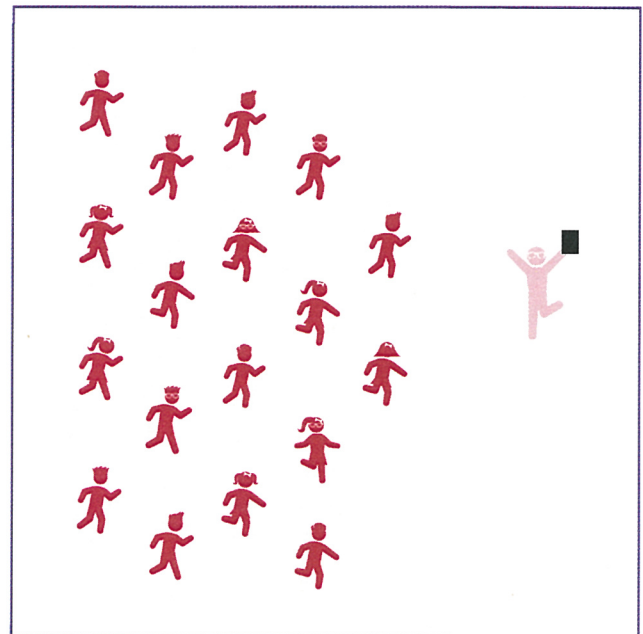
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ *Space Jam* by Quad City DJ's (available on [iTunes](#) and [YouTube](#))

Set-Up:

1. Scatter students in self-space throughout the activity area.
2. Be sure students have enough space to dance safely.



Activity Procedures:

1. Today's dance is to the song *Space Jam* by Quad City DJ's. It was designed to provide a fun movement experience to get the whole body moving.
2. Follow along with my movements (and/or movements being projected on the screen). Find and stay with beat of the song, and try to start to remember the sequence of the dance movements.
3. Teachers: use Space Jam Activity Card to teach the choreography of this dance.

Grade Level Progression:

- 3rd: Teach the choreography in parts, helping students learn each section both with and without music. Add them all together with music only when students have each section mastered.
- 4th: Have students follow along with music and attempt to learn the steps, going back to teach sections where they need extra practice. Once they know the steps, have them perform them with their own style.
- 5th: Once students have mastered this dance, have them create and perform their own "supercharged" movements.

SPACE JAM

CHALLENGE PROGRESSIONS

- ✓ Perform the dance without following the teacher's movements.
- ✓ Designate one or more students as leaders to serve as a guide at the front of the class.

MODIFICATIONS

- ✓ Spend extra time teaching and demonstrating each section before adding music.
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

8-Count, Beat, Bounce, Choreography, Count, Grapevine, Jump, Locomotor Skills, Movement, Non-Locomotor Skills, Respect, Responsibility, Sequence

- ✓ Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ Recognizes the importance of warm-up and cool-down relative to vigorous physical activity (3); Demonstrates warm-up and cool-down relative to the cardio-respiratory fitness assessment (4); Identifies the need for warm-up and cool-down relative to various physical activities (5).
- ✓ Describes the positive social interactions that come when engaged with others in physical activity (3); Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What dance movements did we use to perform this dance?
- ✓ **DOK 2:** Can you explain how the different movements affected different parts of your body?
- ✓ **DOK 3:** If we changed the music, would you have to perform the dance differently? If yes, how?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: Dance is like any other activity category in that skills require practice and concepts require explanation and processing. It's the teacher's job to help students process their experiences in ways that are student-centered and allow them to connect physical education lessons to their physical and emotional feelings. Take time for dance debrief sessions, and encourage deep discussion through tiered questioning techniques.

FJASKERN

STUDENT TARGETS

- ✓ **Skill:** I will perform movements with the beat and tempo of the music.
- ✓ **Cognitive:** I will remember and perform the dance's movements.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will move safely and respectfully in self-space and with a partner.

TEACHING CUES

- ✓ Follow Teacher's Cues
- ✓ Find and Follow the Beat of the Music
- ✓ Dance Faster as the Tempo Increases

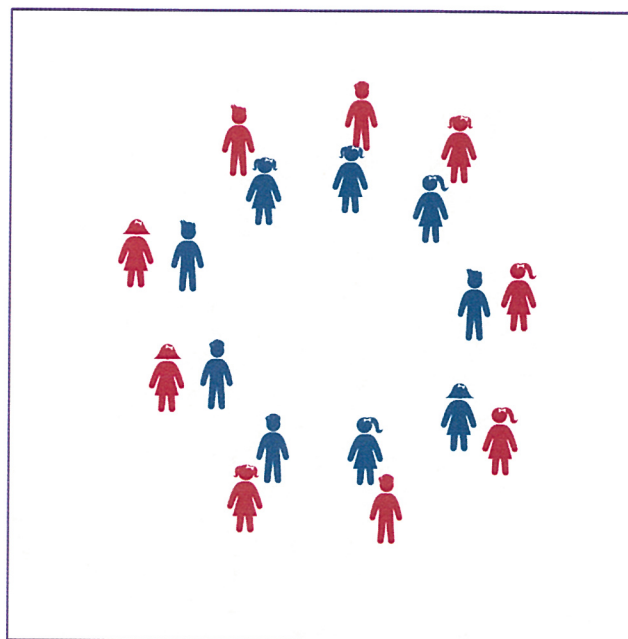
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music player
- ✓ *Fjaskern* song (available on [iTunes](#) and [YouTube](#))

Set-Up:

1. Divide the class evenly and arrange students into two circles: an outer circle and an inner circle.
2. Students who are standing across from one another in the circles are partners.
3. All students face the counter-clockwise direction.
4. Be sure students have enough space to dance safely.



Activity Procedures:

4. Today we're going to perform a Swedish dance named Fjaskern (pronounced 'FYEHS-kern'). In English, "fjaskern" means "hurry-scurry." The dance starts slow but gets faster and faster.
5. We will learn the movements of this dance first without music and then perform the dance with music together.
6. Teachers, use the Fjaskern Activity Card to teach the movements.
7. Make sure to listen to the music closely, especially when the tempo—the speed of the song—increases. You will have to dance faster to keep up with the music.

Grade Level Progression:

- 3rd:** Focus on learning the steps and movement patterns. Take ample time to teach students the dance without music before adding music and increasing the tempo.
- 4th:** Once students have mastered the traditional steps, allow them to insert their own movements.
- 5th:** Try the dance with 2 sets of outer and inner circles, all inside one another (4 concentric circles). Provide additional information about Sweden to deepen the cultural aspects of the lesson.

FJASKERN

CHALLENGE PROGRESSIONS

- ✓ Perform the dance without teacher cues.
- ✓ If there is an odd number of students, challenge the class to think of a solution on their own.

MODIFICATIONS

- ✓ Instead of using circles, have pairs perform the movements around hula hoops (1 hoop per pair).
- ✓ List or draw the movements on chart paper so students can follow along.
- ✓ Provide a teacher to dance alongside students who cannot remember the movements.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

8-Count, Beat, Clockwise, Count, Counter-Clockwise, Line Dance, Movement, Partner, Tempo

- ✓ Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others, both more and less-skilled (4a); Accepts players of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What dance movements did we use to perform this dance?
- ✓ **DOK 1:** What does the word 'fjaskern' mean in English?
- ✓ **DOK 2:** What did you have to do to make sure you stayed with your partner? What was it like to dance with a partner?
- ✓ **DOK 3:** Did the activity get harder as the tempo got faster and faster? Why do you think that was?
- ✓ **DOK 4:** Does this dance tell a story? Share with us a story you created around the movements of this dance and explain how that story gives it more meaning.

TEACHING STRATEGY FOCUS

Dance Strategy Focus: Fjaskern is a dance that provides many teachable moments. It is a cultural dance that can start conversation about acknowledging similarities and celebrating differences. It also provides an opportunity for students to practice handling the challenges of working with a partner and keeping on beat with the increasing tempo. Like all dances, teach the choreography slowly at first and then move faster, finally incorporating the music once the students understand the movements. Remember to make dance fun by committing yourself fully, not fearing mistakes, and laughing often.

LOOKING UP

STUDENT TARGETS

- ✓ **Skill:** I will perform movements with the beat and tempo of the music.
- ✓ **Cognitive:** I will remember and perform the dance's movements.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will encourage my classmates as we all learn and perform this dance.

TEACHING CUES

- ✓ Follow Teacher's Cues
- ✓ Find and Follow the Beat of the Music

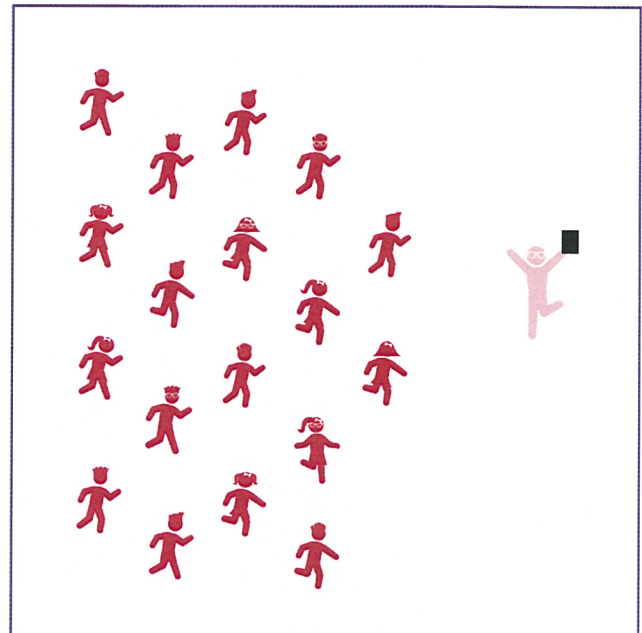
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music player
- ✓ *Looking Up* by Safety Suit (available on [iTunes](#) and [YouTube](#))

Set-Up:

1. Scatter students in self-space throughout the activity area.
2. Be sure students have enough space to dance safely.



Activity Procedures:

1. Today we will perform a dynamic warm-up dance to the song *Looking Up* by Safety Suit.
2. Follow along with my movements (and/or movements being projected on the screen). Find and stay with beat of the song and try to start to remember the sequence of the dance movements.
3. Teachers: use the Looking Up Activity Card to teach the choreography of this dance.

Grade Level Progression:

- 3rd: Teach the choreography in parts, helping students learn each section both with and without music. Add them all together with music only when students have each section mastered.
- 4th: Have students follow along with music and attempt to learn the steps, going back to teach sections where they need extra practice.
- 5th: Once students have mastered this dance, have them create and perform their own "supercharged" movements.

LOOKING UP

CHALLENGE PROGRESSIONS

- ✓ Perform the dance without following the teacher's movements.
- ✓ Designate one or more students as leaders to serve as a guide at the front of the class.

MODIFICATIONS

- ✓ Spend extra time teaching and demonstrating each section before adding music.
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

Beat, Bounce, Clockwise, Count, Counter-Clockwise, Leader, Follower, Grapevine, Locomotor Skills, Non-Locomotor Skills, Responsibility, Respect, Sequence

- ✓ Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others, both more and less-skilled (4a); Accepts players of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✓ Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (5).
- ✓ Describes the positive social interactions that come when engaged with others in physical activity (3); Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (.4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What dance movements did we use to perform in this dance?
- ✓ **DOK 2:** What were the different levels and directions we used to perform this dance?
- ✓ **DOK 2:** Can you explain the effect the supercharged movements had on your body as you performed this dance?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: This is a great dynamic warm-up dance. Teach this dance in parts and then add the parts together. When the dance says to "freestyle," encourage your students to get as creative as they are and express themselves through their movements. Encourage them to dance big and give their effort. The bigger they make their movements, the more benefits the dance will have on their body.

CAN'T STOP THE FEELING

STUDENT TARGETS

- ✓ **Skill:** I will perform movements with the beat and tempo of the music.
- ✓ **Cognitive:** I will remember and perform the dance's movements
- ✓ **Fitness:** I will stay actively engaged during the dance.
- ✓ **Personal & Social Responsibility:** I will move in self-space in order to keep myself and my classmates safe.

TEACHING CUES

- ✓ Follow Teacher's Cues
- ✓ Find and Follow the Beat of the Music

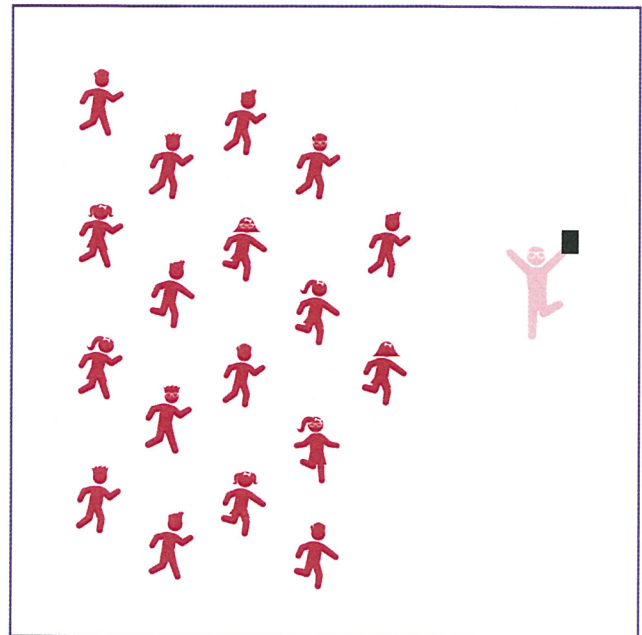
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ *CAN'T STOP THE FEELING* by Justin Timberlake (available on [iTunes](#) and [YouTube](#))

Set-Up:

1. Scatter students in self-space throughout the activity area.
2. Be sure students have enough space to dance safely.



Activity Procedures:

8. Today's activity is a fun dance to the song *Can't Stop the Music* by Justin Timberlake. It's an upbeat song that makes you want to move!
9. Follow along with my movements (and/or movements being projected on the screen). Find and stay with beat of the song and try to start to remember the sequence of the dance movements.
10. Teachers: use Can't Stop the Feeling Activity Card to teach the choreography of this dance.

Grade Level Progression:

- 3rd: Have students follow along with music and attempt to learn the steps.
- 4th: After students have followed along for a while, have them perform them with their own style.
- 5th: Once students have mastered this dance, have them create and perform their own "supercharged" movements.

CAN'T STOP THE FEELING

CHALLENGE PROGRESSIONS

- ✓ Perform the dance without following the teacher's movements.
- ✓ Designate one or more students as leaders to serve as a guide at the front of the class.

MODIFICATIONS

- ✓ Spend extra time teaching and demonstrating each section before adding music.
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

8-Count, Beat, Bounce, Count, Diagonally, Grapevine, Jump, Locomotor Skills, Lyric, Non-Locomotor Skills, Responsibility, Respect, Sequence

- ✓ Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF QUESTIONS

- ✎ **DOK 1:** What dance movements did we use to perform this dance?
- ✎ **DOK 2:** Can you describe how the music made you feel when it started to play?
- ✎ **DOK 3:** How are the dance movements related to the beat and tempo of the music?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: Use this dance to reinforce and model dancing as a fun and expressive activity that everyone can do. Let students see you enjoy the movement and creative expression of dance. It's okay if you aren't the world's best dancer. To be honest, if your dancing skills are less than perfect, you will provide a powerful example for all students to emulate.

THE VIRGINIA REEL

STUDENT TARGETS

- ✓ **Skill:** I will perform movements with the beat and tempo of the music.
- ✓ **Cognitive:** I will remember and perform the dance's movements.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will cooperate with my classmates to learn and perform the dance.

TEACHING CUES

- ✓ Follow Caller Cues: Honor Your Partner, Forward and Back, Allemande Right, Allemande Left, Both Hands, Do-Si-Do, Head Partners Slide Down and Back, Reel the Set, Cast Off/Peel, Arch

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music player
- ✓ *The Virginia Reel* song (available on [iTunes](#) and [YouTube](#))
- ✓ Optional: tempo-modifying app such as Tempo Slow (available on the App Store)

Set-Up:

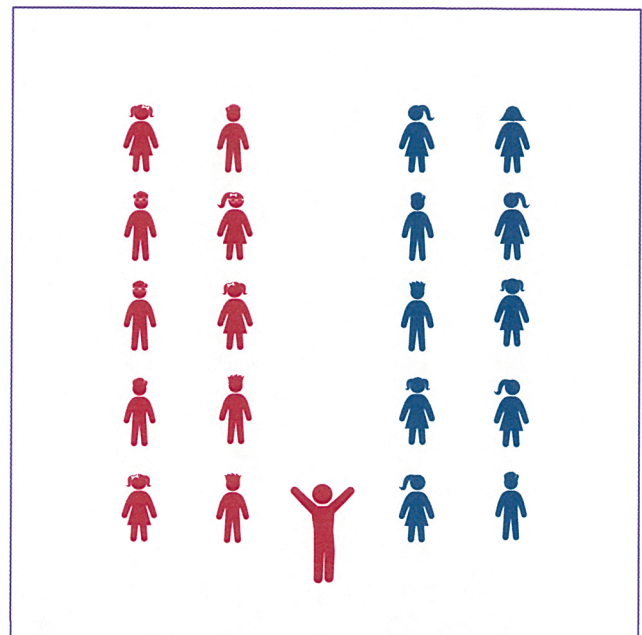
1. Arrange students in parallel lines with no more than 8 students in each line. If you have more than 16 students, form 4 or 6 lines.
2. Students who are facing one another are partners.
3. Designate the pair of students standing closest to the music player as "Head Partners." The pair at the opposite end of the line are "Foot Partners."

Activity Procedures:

1. Today we are going to learn a dance called *The Virginia Reel*. It originated from other dances that came from Ireland, Scotland, and England, but as we know it today, it has many variations. *The Virginia Reel* was named after the state of Virginia by the American colonists. It was first published in 1685 by a man named Sir Roger de Coverly, making it one of the oldest dances that is still performed in our country today.
2. First, we'll learn the movements without music while we count out loud. We'll learn one movement, practice it, and then learn another movement to add on. We'll keep adding movements until we've learned the whole dance. Then we'll add the music and dance to the song's beat.
3. *The Virginia Reel* has a clear, steady beat. Each movement will take 8 beats. Listen closely to the beat so that you can follow along. If it helps, you can count out loud 1-2-3-4-5-6-7-8 as we dance.
4. Teachers, teach the movements using the Virginia Reel Activity Card. Then add music and enjoy!

Grade Level Progression:

- 3rd: Perform the activity as described above.
- 4th: Have students perform the dance multiple times, switching partners each time.
- 5th: Add the additional "Reel the Set" challenge listed on the activity card.



History of The Virginia Reel found at: <http://users.rowan.edu/~conet/rhythms/CulturalDances/VirginiaReel.html>

VIRGINIA REEL

CHALLENGE PROGRESSIONS

- ✓ Perform the dance without following the teacher's verbal cues.
- ✓ If there is an odd number of students, challenge the class to think of a solution on their own.

MODIFICATIONS

- ✓ Have students hold a scarf instead of their partners' hands.
- ✓ Do not include the "Reel the Set" movement.
- ✓ Find a slower version of the song or use a tempo-modifying app to slow the beat.
- ✓ Perform to a 16-count rather than an 8-count (dance in *half-time*).
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

Beat, Caller, Calls, Choreography, Count, Cues, Do-Si-Do, Line Dance, Partner, Single-File Line, Skip, Slide, Tempo, Walk

- ✓ Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others, both more and less-skilled (4a); Accepts players of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Describe the choreography we used to perform this dance.
- ✓ **DOK 2:** What pattern did the Virginia Reel follow?
- ✓ **DOK 3:** Considering that the movements follow the same order every time, how would you know when to do the next movement if the teacher/caller did not call it out?
- ✓ **DOK 4:** What role do you think the Virginia Reel had in the lives of Scottish immigrants when they brought this dance with them when they moved to America?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: The Virginia Reel is great partner line dance that fosters a wonderful sense of teamwork and community. Teach each movement slowly and give students time to master the choreography before moving to the music. As you do, gradually increase the tempo at which students repeat 1-2-3-4-5-6-7-8 and practice the movements so they are not caught off guard when they first hear the tempo of the song. Allow time for everyone to be the head couple. Consider performing this dance at a school event or inviting parents to try it with your class.

THE HIP HOP VIRGINIA REEL

STUDENT TARGETS

- ✓ **Skill:** I will perform movements with the beat and tempo of the music.
- ✓ **Cognitive:** I will create, remember, and perform my own 8-count dance routine.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will cooperate with my classmates and accept new ideas while we create, practice, and perform our own original dance movements.

TEACHING CUES

- ✓ Think Creatively
- ✓ Find and Follow the Beat of the Music

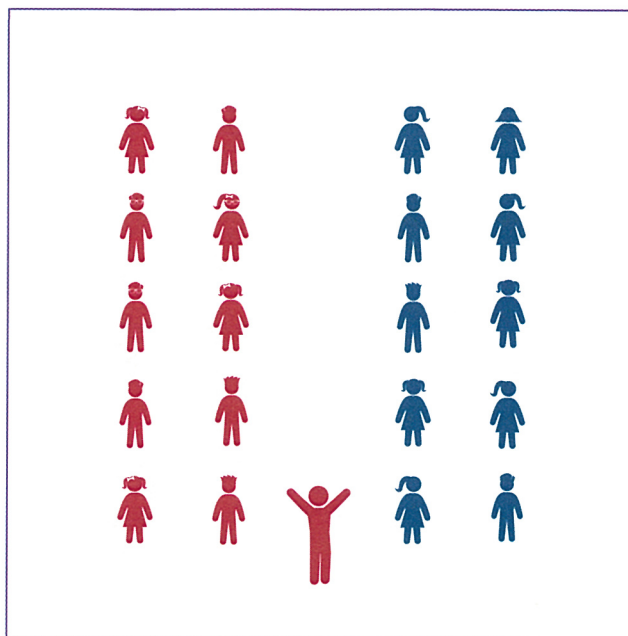
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music player
- ✓ *Good Feeling* by Flo Rida or other favorite hip-hop song (available on [iTunes](#) and [YouTube](#))
- ✓ Optional: tempo-modifying app such as Tempo Slow (available on the [App Store](#))

Set-Up:

1. Pair students. Try to maintain pairings from the original Virginia Reel lesson.
2. Group pairs such that there are 4 pairs (8 students) in each group.



Activity Procedures:

1. In today's class, we are going to get creative with the *Virginia Reel* dance we learned last time.
2. You and your partner will create your own 8-count movement. Then, you'll get together with your group to teach them your choreography and also learn theirs. As a group, you will decide what order your choreography should go in. Then you'll practice your new dance and perform it for the rest of us.
3. Teachers, help kick off the creativity by playing YouTube videos or demonstrating potential hip-hop movements. Additional examples are included on the Hip Hop Virginia Reel Activity Card.
4. To help students generate ideas and remember them, you can write their movements on chart paper, have them give their movements unique names, and ask students to demonstrate.
5. If you have time, have the class perform the Hip Hop Virginia Reel as you would the traditional *Virginia Reel*, only with the new movements.

Grade Level Progression:

- 3rd: Move from group to group, helping students brainstorm. Or, have everyone suggest ideas as a class.
- 4th: Have each pair create 2-3 sequences, of which they'll share 1-2.
- 5th: Have students in each group take turns calling out the names of their dance steps as they're performed.

HIP HOP VIRGINIA REEL

CHALLENGE PROGRESSIONS

- ✓ Attempt to perform students' choreography to several different songs.
- ✓ Create variations of the new movements, such as faster, slower, bigger, smaller, in a different direction, etc.
- ✓ Perform the dance without anyone calling out the movement cues.

MODIFICATIONS

- ✓ Use slower songs or use a tempo-modifying app to slow the beat.
- ✓ Perform to a 16-count rather than an 8-count (dance in *half-time*).
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

8-Count, Beat, Caller, Charge, Choreography, Collaboration, Count, Creativity, Cues, Follower, Grapevine, Hip Hop, Leader, Movement, Partner, Sequence, Tempo

- ✓ Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others, both more and less-skilled (4a); Accepts players of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✓ Describes the positive social interactions that come when engaged with others in physical activity (3); Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (.4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** How many beats do we have to perform our newly created dance sequence?
- ✓ **DOK 2:** How would you summarize your new dance to a friend or family member?
- ✓ **DOK 3:** What inspired the new dance movements you created for the Hip Hop Virginia Reel?
- ✓ **DOK 3:** How were the movements we created as a class different than the movements we performed in the traditional Virginia Reel? How were they similar?
- ✓ **DOK 3:** How could you use the Hip Hop Virginia Reel to create and tell a story?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: Build confidence and excitement as you work your way up to this activity. Not only do the students have to show their creativity, but they also have to try and follow the structure of the 8-count the reel style of dancing is known for. Be fully present to provide any help they need. Encourage your students to draw on inspiration from things that are relevant and important to their lives, dances they like to do, movies they like to watch, or other activities they enjoy. Remember that all the movements they come up with are expressions of themselves that should be accepted and celebrated by the class. Have fun!

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).

FOCUS TARGETS

- ✓ **Skill:** I will perform the correct movements with the beat of the music.
- ✓ **Cognitive:** I will remember the names of dance steps and perform the correct movements when they are called.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will move safely and respectfully in self-space.

ACADEMIC LANGUAGE

- ✓ 8-Count
- ✓ Cues
- ✓ Four-Wall Dance
- ✓ Quarter-Turn

SELECTED ASSESSMENT

- ✓ Dance Self-Assessment

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
1 INSTANT ACTIVITY	<p>Music is playing as students enter the activity area. Prompt students to bounce to the music as they read the academic language words for the day. When all students are present, scatter in open space facing the teacher.</p> <p>Cones are set up for Cha Cha Slide instruction.</p>	<p>→ Counting 8's</p>	<p>DOK 1: Can you describe the pattern of movements we used in this dance activity?</p> <p>DOK 3: What did you notice about the way the music fit together?</p> <p>DOK 4: Do you think the way the music fits together can help us learn other dances? How?</p>
2 LEARNING TASK	<p>Play the Cha Cha slide music and prompt students to practice 8-counting to the beat. Allow students to move to the music in any way that is appropriate and safe within their personal space.</p>	<p>→ Cha Cha Slide Introduction</p>	<p>DOK 3: What did you notice about the way the music fit together?</p>
3 LEARNING TASK	<p>Introduce the 4-wall dance definition. Walk through the steps on the activity card without the music. Then introduce the music when students have had a chance to practice each part.</p>	<p>→ Cha Cha Slide Instructional</p>	<p>DOK 2: What locomotor skill did we perform differently in this dance than we normally would perform it?</p> <p>DOK 3: How would a dance like this help people come together in a social setting?</p>
4 EXIT ASSESSMENT	<p>Students complete the Self-Assessment for Counting 8's.</p>		

