

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (Physical Education) – 8th Grade

Dance and Rhythms	
<p>UNITS Sample of units that can be included under teaching invasion games.</p>	<p>dance, rhythmic activities (jump bands, jump rope, drumming), juggling, tinkling</p>
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Students have the opportunity to apply movement skills and concepts through exploring and/or creating dance by selecting elements, refining skills and movement patterns. Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as folk, hip hop, line, social and square dancing. Rhythm activities can include: jump bands, drumming and juggling.</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1 What different motor skills are used when demonstrating or creating dance.</p> <p>How does force affect the throwing and catching of objects when juggling?</p> <p>How does rhythm and tempo affect motor skills when demonstrating dance?</p> <p>Standard 2 How can locomotor and non locomotor skills be combined to create dance.</p> <p>How does force affect locomotor and non locomotor skills in dance patterns?</p> <p>Standard 3 How can activities such as dance and rhythms promote fitness?</p> <p>Standard 4 What role does cooperation play when designing a dance or rhythmic activity?</p> <p>Standard 5</p>

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	<p>Discuss or explain the social, challenge and enjoyment discovered in dance and rhythmic activities.</p>
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>NPES</p> <p>Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>8.1.MP1. Apply advanced movement concepts, principles, strategies and tactics when learning and performing physical activities.</p> <p>8.1.MP2. Demonstrate refined and combined motor skills in a variety of games and activities.</p> <p>8.2.MC1. Demonstrate how movement concepts, principles and game strategies and critical elements of activity-specific movement skills represent skilled performance.</p> <p>8.2.MC2. Demonstrate how motor skills and techniques are refined, combined and varied in specialized skilled performance.</p> <p>8.3.PA1. Evaluate the physical, social and mental/emotional benefits of being physically active.</p> <p>8.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.</p> <p>8.5.C1. Develop a plan of action when faced with individual challenges during physical activities that will contribute to a healthy lifestyle.</p> <p>8.5.SI1. Demonstrate respect for self and others by asking for help and/or helping others in various activities.</p>
<p>Learning Targets What do you want your students to be able to do.</p>	<p>The students can demonstrate and explain locomotor and non locomotor skills used in rhythmic activities.</p> <p>The student can describe and demonstrate rhythm, tempo and beat.</p> <p>The student can describe different types of dance.</p> <p>The student can explain the fitness benefits associated with rhythmic activities.</p> <p>The students can work cooperatively with others to follow and/or create a dance or rhythmic activity.</p>

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<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>locomotor non locomotor rhythm tempo pattern cascade beat jumpers ends health related fitness aerobic social dance line dance folk dance</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies</p>
<p>Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Teacher observation • Teacher checklist • Teacher/student discussion •Self assessment •Peer assessment</p>
<p>Instructional Strategies/Resources</p>	<p>direct instruction, modeling, differentiation</p> <p>Dynamic Physical Education https://www.dynamicpeasap.com/ OpenPhysEd: https://www.openphysed.org SPARK: https://www.sparkfamily.org PE Central: https://www.pecentral.org SHAPE America: https://www.shapeamerican.org/</p>
<p>**Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.</p>	