

GYMNASTICS, RHYTHM AND DANCE

INSTRUCTIONAL UNIT AUTHORS

Denver Public Schools

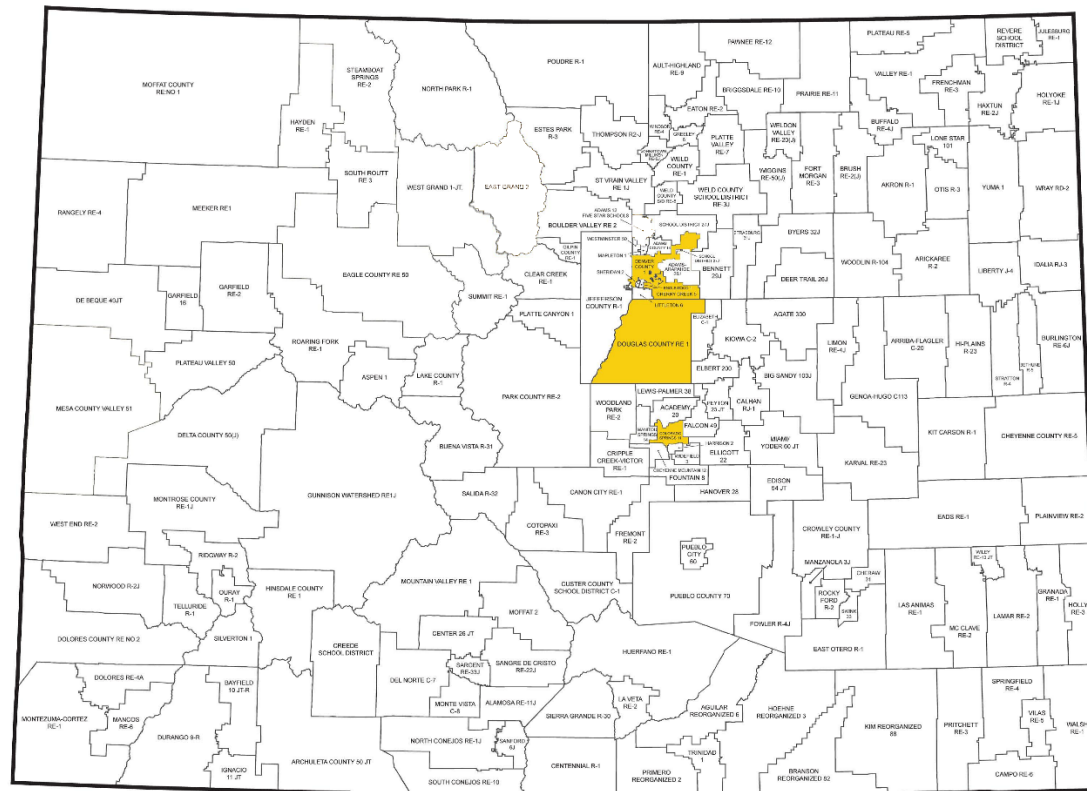
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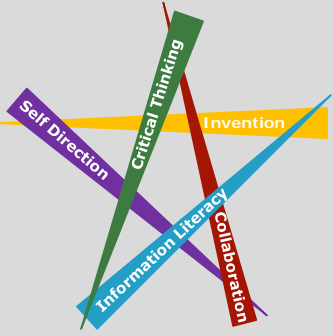


Colorado's District Sample Curriculum Project

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Content Area	Physical Education	Grade Level	4 th Grade
Course Name/Course Code	Gymnastics, Rhythm and Dance		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Identify the major characteristics of mature locomotor, non-locomotor, manipulative, and rhythmic skills	PE09-GR.4-S.1-GLE.1	
	2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills	PE09-GR.4-S.1-GLE.2	
3. Physical and Personal Wellness	1. Explain how the health-related components of fitness affect performance when participating in physical activity	PE09-GR.4-S.2-GLE.1	
	2. Recognize the relationship between healthy nutrition and exercise	PE09-GR.4-S.2-GLE.2	
1. Emotional and Social Wellness	1. Expectations for this standard are integrated into the other standards at this grade level.		
2. Movement Competence and Understanding	1. Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity	PE09-GR.4-S.4-GLE.1	

Colorado 21st Century Skills




Critical Thinking and Reasoning:
Thinking Deeply, Thinking Differently

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



Colorado's Comprehensive Health and Physical Education Standards

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Gymnastics, Rhythms & Dance	Teacher's Discretion	Teacher's Discretion

Unit Title	Gymnastics, Rhythm and Dance		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Body awareness, Manipulation/control	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.4-S.1-GLE.1 PE09-GR.4-S.1-GLE.2 PE09-GR.4-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Which dances from today will be considered traditional 100 years from now? Why? (PE09-GR.4-S.1-GLE.1-EO.c,e,l; IQ.2,3; RA.2,4; N.1) • How can balance skills help to prevent injuries? (PE09-GR.4-S.1-GLE.1-EO.c,g,j; IQ.4; RA.4; N.2) • Why is it helpful to give feedback to a peer? (PE09-GR.4-S.1-GLE.2-EO.a,b; IQ.4; RA.3; N.1,2) 			
Unit Strands	Movement Competence and Understanding in Physical Education Prevention and Risk Management in Physical Education			
Concepts	Rhythmic, Demonstration, Sequencing, Speed, Flow, Force, Creativity, Refinement, Patterns, Documentation, Collaboration, Hazards, Safety			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Demonstration in sequencing rhythmic patterns improves movement proficiency. (PE09-GR.4-S.1-GLE.1-EO.c,e,l; IQ.2,3; RA.2,4; N.1)	What are the similarities between sequencing and patterns?	How can rhythm improve mature movement in activities, activities and sports?
Documentation of safety rules and identification of potential hazards creates a safer environment. (PE09-GR.4-S.1-GLE.1-EO.c,g,j; IQ.4; RA.4; N.2)	What are some safety rules when demonstrating movement in class? (ie, forward roll, cartwheel)	Why is it important to have safety rules?
Speed, force and flow in movement create mature movement patterns. (PE09-GR.4-S.1-GLE.1-EO.c,e,l; IQ.2,3; RA.2,4; N.1)	What are some ways to measure speed?	How does varying speed influence movement patterns?

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Routines with sequence in gymnastics and or dance (PE09-GR.4-S.1-GLE.1-EO.d,e,i) ● Weight, balance and changing conditions in movement. (PE09-GR.4-S.1-GLE.1-EO.c,j,g,k) ● Mature form jumping (PE09-GR.4-S.1-GLE.1-EO.e) ● Assessment tools to evaluate movement and safety (PE09-GR.4-S.1-GLE.2-EO.a) (PE09-GR.4-S.4-GLE.1-EO.d) ● Proper safety equipment and footwear. (PE09-GR.4-S.4-GLE.1-EO.a,c) 	<ul style="list-style-type: none"> ● Create a routine with sequence in gymnastics and or dance. (PE09-GR.4-S.1-GLE.1-EO.d,e,i) ● Transfer weight, demonstrate balance and adapt to changing conditions in movement. (PE09-GR.4-S.1-GLE.1-EO.c,j,g,k) ● Jump with mature form. (PE09-GR.4-S.1-GLE.1-EO.e) ● Use assessment tools to evaluate movement and safety (PE09-GR.4-S.1-GLE.2-EO.a) (PE09-GR.4-S.4-GLE.1-EO.d) ● Identify proper safety equipment and footwear. (PE09-GR.4-S.4-GLE.1-EO.a,c)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Developing rhythmic patterns and skillful movement along with safety helps develop of mature movements.</i></p>
<p>Academic Vocabulary:</p>	<p>Develop, Assessment, Demonstrate, Movement, Transfer, Evaluate, Physical Activity</p>
<p>Technical Vocabulary:</p>	<p>Balance, Movement patterns, Jump, Weight transfer, Skill related fitness components, Collaboration</p>

Unit Description:	This unit is designed to allow students to develop mature body awareness, manipulation and control through rhythmic movements. Learning experiences focus on other concepts, such as, sequencing, speed, flow, force, creativity, and safety. The performance assessment provides students with the opportunity to collaborate, create, and evaluate a rhythmic movement performance.
Considerations:	<p>The gymnastics, rhythm and dance unit is designed to develop coordination and enhance movement skills. However, all teachers will not have the resources (e.g. equipment, space, training) to teach certain elements of the unit (e.g. cardio drumming, gymnastics). Teachers may still teach this unit using locomotors, rhythm and dance skills to achieve grade level expectations. Additional considerations may include:</p> <ul style="list-style-type: none"> • Class size and number of days, times per week, etc. • Teacher’s background and training of the content; certification • Students’ cultural and background experiences • District and/or school policies • Safety protocols and a supportive learning environment • Flexibility is to be included in daily warm-ups • Access to technology • Challenge by choice • Differentiation of skills • Accommodations to facilitate the success for all students
Unit Generalizations	
Key Generalization:	Demonstration in sequencing rhythmic patterns improves movement proficiency
Supporting Generalizations:	Documentation of safety rules and identification of potential hazards creates a safer environment
	Speed, force and flow in movement create mature movement patterns

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Demonstration in sequencing rhythmic patterns improves movement proficiency.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You will be creators and performers of a rhythmic routine of your choice (e.g. gymnastics, Drums Alive, movement bands, hip hop dance, jump rope). Your team will consist of 3-4 students collaborating to create a rhythmic routine that you will perform for another team. Each team will provide feedback on another team’s performance using a rubric.
Product/Evidence: (Expected product from students)	Students will collaborate in small groups to create a rhythmic routine, perform the routine to their peers, and provide feedback to their peers.
Differentiation: (Multiple modes for student expression)	<p>Students may have varied roles in their group:</p> <ul style="list-style-type: none"> • videographer • presenter

- recorder
- verbally discuss the development plan one-on-one with the teacher
- perform for the teacher
- choose your audience (e.g. teacher, parents, classroom teacher, other grade levels)

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>KiDnastics A Child-Centered Approach to Teaching Gymnastics</i>- Eric Malmberg (Lexile range 700-980)</p> <p><i>Dance Performance: From Rehearsal to Opening Night (Curtain Call Library of Dance)</i> -Kristin Kessel (Lexile range 700-980)</p> <p><i>Dance</i>- Lorrie Mack (Lexile Range 600-800)</p> <p><i>Hip-Hop and Urban Dance</i>- Tamsin Fitzgerald (Lexile range 700-900)</p> <p><i>I Know Gymnastics</i> - Annabelle Tometich (Lexile 630L) minimal cost</p>	<p><i>McKenna</i> - Mary Casanova (Lexile 690L) minimal cost</p> <p><i>Heidi Heckelbeck Is Ready to Dance!</i> - Wanda Coven (Lexile range 700-980) minimal cost</p> <p><i>Billy's First Dance</i> - Veronica Randolph (Lexile range 700-980)</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think like/ work like a rhythmic performer to create a movement routine	<p>Teacher Resources:</p> <p>https://drive.google.com/file/d/0B3Sg9At9-DT9OHdRUKlGWmVDTFk/view?usp=sharing (locomotor skill images)</p> <p>https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9UFh2eGhoSTBGcEU/view?usp=sharing (locomotor combination skill)</p> <p>http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WC32YalrL-Z (jump rope skill task cards)</p> <p>http://www.heart.org/HEARTORG/General/Jump-Band-Cards_UCM_305611_Article.jsp#.WC32valrL-Z (jump band task card)</p> <p>https://www.hscripts.com/freeimages/icons/gymnastics/index.php (Clip art images of balances and jumps)</p> <p>https://www.pinterest.com/pin/215539532144457903/ (cardio drumming routine)</p> <p>http://www.lepeinc.com/dance-cards.html (dance task cards)</p> <p>https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9OW42Y2VXV0FFV2s/view?usp=sharing (Movement Performance Rubric)</p>
			<p>Student Resources:</p> <p>https://drive.google.com/file/d/0B3Sg9At9-DT9OHdRUKlGWmVDTFk/view?usp=sharing (locomotor skill images)</p> <p>https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9UFh2eGhoSTBGcEU/view?usp=sharing (locomotor combination skill)</p> <p>http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WC32YalrL-Z (jump rope skill task cards)</p>

				http://www.heart.org/HEARTORG/General/Jump-Band-Cards_UCM_305611_Article.jsp#.WC32valrL-Z (jump band task card) https://www.hscripts.com/freeimages/icons/gymnastics/index.php (Clip art images of balances and jumps) https://www.pinterest.com/pin/215539532144457903/ (cardio drumming routine) http://www.lepeinc.com/dance-cards.html (dance task cards) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9OW42Y2VXV0FFV2s/view?usp=sharing (Movement Performance Rubric)
	Skills:	<ul style="list-style-type: none"> • Create a routine with sequence in gymnastics and or dance. • Transfer weight, demonstrate balance and adapt to changing conditions in movement. • Jump with mature form. 	Assessment:	Students will warm-up daily with locomotor combinations (e.g. skip to a run to gallop).
2.	Description:	Think like/ work like a team member to collaborate and create a movement routine	Teacher Resources:	https://drive.google.com/file/d/0B3Sg9At9-DT9OHdRUKIGWmVDTFk/view?usp=sharing (locomotor skill images) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9UFh2eGhoSTBGcEU/view?usp=sharing (locomotor combination skill) http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WC32YalrL-Z (jump rope skill task cards) http://www.heart.org/HEARTORG/General/Jump-Band-Cards_UCM_305611_Article.jsp#.WC32valrL-Z (jump band task card) https://www.hscripts.com/freeimages/icons/gymnastics/index.php (Clip art images of balances and jumps) https://www.pinterest.com/pin/215539532144457903/ (cardio drumming routine) http://www.lepeinc.com/dance-cards.html (dance task cards) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9OW42Y2VXV0FFV2s/view?usp=sharing (Movement Performance Rubric)
			Student Resources:	https://drive.google.com/file/d/0B3Sg9At9-DT9OHdRUKIGWmVDTFk/view?usp=sharing (locomotor skill images) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9UFh2eGhoSTBGcEU/view?usp=sharing (locomotor combination skill) http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WC32YalrL-Z (jump rope skill task cards) http://www.heart.org/HEARTORG/General/Jump-Band-Cards_UCM_305611_Article.jsp#.WC32valrL-Z (jump band task card) https://www.hscripts.com/freeimages/icons/gymnastics/index.php (Clip art images of balances and jumps) https://www.pinterest.com/pin/215539532144457903/ (cardio drumming routine)

				http://www.lepeinc.com/dance-cards.html (dance task cards) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9OW42Y2VXV0FFV2s/view?usp=sharing (Movement Performance Rubric)
	Skills:	<ul style="list-style-type: none"> • Create a routine with sequence in gymnastics and or dance. • Transfer weight, demonstrate balance and adapt to changing conditions in movement. • Jump with mature form. • Use assessment tools to evaluate movement and safety 	Assessment:	Students will congratulate a team member for a well-executed movement each day.
3.	Description:	Think like/work like a performer to sequence rhythmic movements.	Teacher Resources:	https://drive.google.com/file/d/0B3Sg9At9-DT9OHdRUKlGWmVDTFk/view?usp=sharing (locomotor skill images) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9UFh2eGhoSTBGcEU/view?usp=sharing (locomotor combination skill) http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WC32YalrL-Z (jump rope skill task cards) http://www.heart.org/HEARTORG/General/Jump-Band-Cards_UCM_305611_Article.jsp#.WC32valrL-Z (jump band task card) https://www.hscripts.com/freeimages/icons/gymnastics/index.php (Clip art images of balances and jumps) https://www.pinterest.com/pin/215539532144457903/ (cardio drumming routine) http://www.lepeinc.com/dance-cards.html (dance task cards) https://drive.google.com/open?id=0B-6jK1U_kbf8TDIzWU5xanR5OG8 (Rhythmic Movement Self Reflection) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9OW42Y2VXV0FFV2s/view?usp=sharing (Movement Performance Rubric)
			Student Resources:	https://drive.google.com/file/d/0B3Sg9At9-DT9OHdRUKlGWmVDTFk/view?usp=sharing (locomotor skill images) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9UFh2eGhoSTBGcEU/view?usp=sharing (locomotor combination skill) http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WC32YalrL-Z (jump rope skill task cards) http://www.heart.org/HEARTORG/General/Jump-Band-Cards_UCM_305611_Article.jsp#.WC32valrL-Z (jump band task card) https://www.hscripts.com/freeimages/icons/gymnastics/index.php (Clip art images of balances and jumps) https://www.pinterest.com/pin/215539532144457903/ (cardio drumming routine)

			http://www.lepeinc.com/dance-cards.html (dance task cards) https://drive.google.com/open?id=0B-6jK1U_kbf8TDIzWU5xanR5OG8 (Rhythmic Movement Self Reflection) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9OW42Y2VXV0FFV2s/view?usp=sharing (Movement Performance Rubric)
Skills:	<ul style="list-style-type: none"> • Create a routine with sequence in gymnastics and or dance. • Transfer weight, demonstrate balance and adapt to changing conditions in movement. • Jump with mature form. • Use assessment tools to evaluate movement and safety 	Assessment:	Students will demonstrate mature form of one combination sequence movement each day using task cards (e.g. headstand to forward roll).

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of coordination, balance, locomotor skills, manipulation, tumbling, and safety. However, not all students will be skilled at the same ability level or have similar life experiences with movements (e.g. gymnastics, jump ropes, dance, jump bands).

Learning Experience # 1

The teacher may review/model a combination of movements and locomotor skills (e.g. skip to a run, gallop to a side-slide, hop to a jump, roll to a jump) so students can begin to connect movements to rhythm.

Generalization Connection(s):	Demonstration in sequencing rhythmic patterns improves movement proficiency.
Teacher Resources:	https://www.youtube.com/watch?v=oHAjZECWEiM (locomotor movements video) https://drive.google.com/file/d/0B3Sg9At9-DT9OHdRUklGWmVDTFk/view?usp=sharing (locomotor skill images) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9UFh2eGhoSTBGcEU/view?usp=sharing (locomotor combination skill)
Student Resources:	https://www.youtube.com/watch?v=oHAjZECWEiM (locomotor movements video) https://drive.google.com/file/d/0B3Sg9At9-DT9OHdRUklGWmVDTFk/view?usp=sharing (locomotor skill images) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9UFh2eGhoSTBGcEU/view?usp=sharing (locomotor combination skill)
Assessment:	Students will work with a partner to combine 2-3 locomotor skills and movement (e.g. skip to a run, gallop to a side-slide, hop to a jump, roll to a jump).

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> provide images of locomotor movements 	Students may: <ul style="list-style-type: none"> perform one locomotor skill or movement verbally share with the teacher one-on-one
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> have images posted of a variety of locomotor skills and other movements pair students based on ability for assistance 	Students may: <ul style="list-style-type: none"> select 4-5 skills and combine the movements teach skills to other students combine locomotor skills with non-locomotor movements or manipulatives
Critical Content:	<ul style="list-style-type: none"> Weight, balance and changing conditions in movement. Assessment tools to evaluate movement and safety Proper safety equipment and footwear. 	
Key Skills:	<ul style="list-style-type: none"> Transfer weight, demonstrate balance and adapt to changing conditions in movement. Use assessment tools to evaluate movement and safety Identify proper safety equipment and footwear. 	
Critical Language:	Rhythmic, Demonstration, Collaboration, Movement, Balance, Jump, Weight Transfer	

Learning Experience # 2

The teacher may review rhythm using jump ropes so students can connect the cadence of the rope with the timing their jump. (e.g. hearing the jump rope hit the floor)

Generalization Connection(s):	Demonstration in sequencing rhythmic patterns improves movement proficiency.
Teacher Resources:	https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9V1ZsRUxUclkydU0/view?usp=sharing (Rhythm with jump rope) https://www.youtube.com/watch?v=cwJ7yij6jSc (Rhythm variation ideas) http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WC32YalrL-Z (jump rope skill task cards) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9MDc5YTrYTFocFU/view?usp=sharing (Rhythm Images) https://itunes.apple.com/us/app/jump-it-jump-rope-task-card/id697281581?mt=8 (Jump It App)
Student Resources:	https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9V1ZsRUxUclkydU0/view?usp=sharing (Rhythm with jump rope) http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WC32YalrL-Z (jump rope skill task cards) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9MDc5YTrYTFocFU/view?usp=sharing (Rhythm Images)
Assessment:	Students will demonstrate rhythm while jumping a short rope (individually) and a long rope (in a small group).

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> ● provide images of different jump rope skills ● walk around the class and clap the rhythm 	Students may: <ul style="list-style-type: none"> ● turn the rope and step through ● clap the rhythm as a partner jumps ● use a hula hoop as their jumping equipment
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may show video of students performing complex jump rope skills	Students may: <ul style="list-style-type: none"> ● combine a sequence of jump rope skills while keeping rhythm
Critical Content:	<ul style="list-style-type: none"> ● Weight, balance and changing conditions in movement. ● Mature form jumping ● Assessment tools to evaluate movement and safety ● Proper safety equipment and footwear 	
Key Skills:	<ul style="list-style-type: none"> ● Transfer weight, demonstrate balance and adapt to changing conditions in movement. ● Jump with mature form. ● Use assessment tools to evaluate movement and safety ● Identify proper safety equipment and footwear. 	
Critical Language:	Rhythmic, Demonstration, Movement, Jump, Weight Transfer, Short Rope, Long Rope	

Learning Experience # 3

The teacher may introduce patterns and sequences (e.g. in-in-out-out, out-in-out-in) so students can apply the concepts to rhythm.

Generalization Connection(s):	Demonstration in sequencing rhythmic patterns improves movement proficiency.
Teacher Resources:	https://www.youtube.com/watch?v=EZr4n0L8FOU (Jump Bands Lesson – SPARK) http://www.heart.org/HEARTORG/General/Jump-Band-Cards_UCM_305611_Article.jsp#.WC32valrL-Z (jump band task card) https://www.youtube.com/watch?v=dt0AZK5iIXM (Tinikling - 1 ppl Video) https://www.youtube.com/watch?v=sEyQV3xbY4Y (Tinikling - 2 ppl Video) http://www.likha.org/p/tinikling.html (Tinikling Steps Guide)
Student Resources:	https://www.youtube.com/watch?v=7syuWYab8Og (Jump Bands Routines) http://www.heart.org/HEARTORG/General/Jump-Band-Cards_UCM_305611_Article.jsp#.WC32valrL-Z (jump band task cards) https://www.youtube.com/watch?v=dt0AZK5iIXM (Tinikling - 1 ppl Video) https://www.youtube.com/watch?v=sEyQV3xbY4Y (Tinikling - 2 ppl Video)

Assessment:	Demonstration in sequencing rhythmic patterns improves movement proficiency.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> use a variety of cadences (e.g. drum, clap, counting) to keep a rhythm 	Students may: <ul style="list-style-type: none"> use lines on the gym floor to perform patterns and sequence outside jump band holders remain in place and do not jump
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> provide students with complex patterns and sequences 	Students may: <ul style="list-style-type: none"> create their own pattern and sequence using jump bands use tinkling sticks instead of jump bands moving the jump bands up on the leg the outside jump band holders turn away from the middle to jump
Critical Content:	<ul style="list-style-type: none"> Weight, balance and changing conditions in movement. Mature form jumping Assessment tools to evaluate movement and safety Proper safety equipment and footwear 	
Key Skills:	<ul style="list-style-type: none"> Transfer weight, demonstrate balance and adapt to changing conditions in movement. Jump with mature form. Use assessment tools to evaluate movement and safety Identify proper safety equipment and footwear 	
Critical Language:	Rhythmic, Demonstration, Movement, Jump, Weight Transfer, Jump Band, Sequence, Pattern, Tinikling	

Learning Experience # 4

Teachers may provide safety instructions (e.g. environment, proper attire, body awareness, using equipment safely) so students can understand the relationship between safety and combining rhythmic movements.

Generalization Connection(s):	Documentation of safety rules and identification of potential hazards creates a safer environment
Teacher Resources:	https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9SXJrcUVEcFRYWfK/view?usp=sharing (Gymnastics Safety) http://kidshealth.org/en/teens/safety-gymnastics.html# (Gymnastics Safety w/audio) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9NFcwVUhCWXNcNGM/view?usp=sharing (Safety Assessment) https://www.hscripts.com/freeimages/icons/gymnastics/index.php (Clip art images of balances and jumps) https://www.youtube.com/watch?v=VXcW8F6qyeE (How to Spot a Gymnast: Basic Tricks)

	https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9NFcwVUhCWXNCNGM/view?usp=sharing (Graphic Organizer/Tree Map)	
Student Resources:	https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9SXJrcUVEcFRYWfK/view?usp=sharing (Gymnastics Safety) http://kidshealth.org/en/teens/safety-gymnastics.html# (Gymnastics Safety w/audio) https://www.hscripts.com/freeimages/icons/gymnastics/index.php (Clip art images of balances and jumps) https://www.youtube.com/watch?v=VXcW8F6qyeE (How to Spot a Gymnast: Basic Tricks) https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9NFcwVUhCWXNCNGM/view?usp=sharing (Graphic Organizer/Tree Map)	
Assessment:	Students will categorize safety rules for the different aspects of gymnastics (e.g. environment, proper attire, equipment, body awareness) by using a graphic organizer/tree map (refer to resources).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide task cards that model jumps, rolls, and balance movements	Students may work with a partner to discuss safety rules during gymnastics
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide task cards for complex movement sequences (e.g. balance into a roll, twist into a jump)	Students may perform a movement sequence using advanced skills with appropriate safety procedures (e.g. balance into a roll, twist into a jump, partner-assisted headstand into a forward roll)
Critical Content:	<ul style="list-style-type: none"> ● Routines with sequence in gymnastics and or dance ● weight, balance and changing conditions in movement. ● Mature form jumping ● Assessment tools to evaluate movement and safety ● Proper safety equipment and footwear 	
Key Skills:	<ul style="list-style-type: none"> ● Transfer weight, demonstrate balance and adapt to changing conditions in movement. ● Jump with mature form. ● Use assessment tools to evaluate movement and safety ● Identify proper safety equipment and footwear 	
Critical Language:	Safety, Hazards, Balance, Smooth Transitions, Flexibility, Environment, Attire, Body Awareness, Equipment, Weight Transfer, Sequence, Forward Roll, Twist, Routine	

Learning Experience # 5

The teacher may extend the student’s knowledge of rhythm with music so students can explore various types of movement combinations (e.g. cardio drumming, Drums Alive, DrumFIT).

Generalization Connection(s):	Demonstration in sequencing rhythmic patterns improve movement proficiency.	
Teacher Resources:	https://www.youtube.com/watch?v=uT1anMvTsEA (cardio drumming routine) https://www.pinterest.com/pin/215539532144457903/ (cardio drumming routine) https://www.youtube.com/watch?v=j8hpyNRle0g (cardio drumming routine)	
Student Resources:	https://www.youtube.com/watch?v=uT1anMvTsEA (cardio drumming routine) https://www.pinterest.com/pin/215539532144457903/ (cardio drumming routine) https://www.youtube.com/watch?v=j8hpyNRle0g (cardio drumming routine)	
Assessment:	Students will physically demonstrate their ability to follow a teacher lead rhythmic routine) along with the music (e.g. cardio drumming, Drums Alive, DrumFIT).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> ● assign pairs based on ability level ● Will face the student and have the student mirror the teacher’s movements ● provide videos with drumming routines to follow 	Students may: <ul style="list-style-type: none"> ● Work with a partner ● Perform the movements without the ball, without sticks using just their hands, etc. ● Move their body to the rhythm (e.g. stepping, tapping) ● Vary the equipment (e.g. size of ball, one manipulative, pool noodle)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> ● Provide a video with challenging techniques ● Allow students to branch off and construct their own movement to the music 	Students may: <ul style="list-style-type: none"> ● Add additional movements (e.g. across midline, use other parts of their body) ● Extend locomotor/non-locomotor movements (e.g. skip vs. walk, side-slide vs. side-step)
Critical Content:	<ul style="list-style-type: none"> ● Weight, balance and changing conditions in movement. ● Assessment tools to evaluate movement and safety ● Proper safety equipment and footwear 	
Key Skills:	<ul style="list-style-type: none"> ● Transfer weight, demonstrate balance and adapt to changing conditions in movement. ● Use assessment tools to evaluate movement and safety 	
Critical Language:	Rhythm, Beat, Balance, Smooth Transitions, Environment, Body Awareness, Equipment, Weight Transfer, Sequence, Twist, Routine, Safety, Hazards	

Learning Experience # 6

The teacher may create dance stations (e.g. videos of Whip, Nae, Nae, hip hop steps, cha-cha slide) so students can apply flow, force, and speed in a rhythmic routine (e.g. cupid shuffle dance video).

Generalization Connection(s):	Speed, force and flow in movement create mature movement patterns	
Teacher Resources:	https://www.youtube.com/watch?v=5_srg-18Fz0 (Cupid Shuffle dance routine) http://video.about.com/dance/What-Are-the-Easiest-Hip-Hop-Dance-Moves-for-Beginners-.htm (Hip hop dance steps) https://www.youtube.com/watch?v=q6tTvYeNRao (Cha Cha slide - Nintendo) https://www.youtube.com/watch?v=b1t1yEgdgeA (Whip, Nae, Nae dance routine) https://www.youtube.com/watch?v=rRZL4yUrhUI (Cheerleader dance routine) http://www.lepeinc.com/dance-cards.html (dance task cards)	
Student Resources:	https://www.youtube.com/watch?v=5_srg-18Fz0 (Cupid Shuffle dance routine) http://video.about.com/dance/What-Are-the-Easiest-Hip-Hop-Dance-Moves-for-Beginners-.htm (Hip hop dance steps) https://www.youtube.com/watch?v=q6tTvYeNRao (Cha Cha slide - Nintendo) https://www.youtube.com/watch?v=b1t1yEgdgeA (Whip, Nae, Nae dance routine) https://www.youtube.com/watch?v=rRZL4yUrhUI (Cheerleader dance routine) http://www.lepeinc.com/dance-cards.html (dance task cards)	
Assessment:	Students will discuss and demonstrate with a partner flow, speed, and force from the teacher created dance stations.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> provide modified moves which replace more complex moves (e.g. side step shuffle instead of grapevine) provide sentence stems for partner discussion (e.g. "At station 1, we noticed flow when...") 	Students may: <ul style="list-style-type: none"> independently modify the dance moves based on their ability (e.g. side step shuffle instead of grapevine, sitting down during cardio drumming) use sentence stems for partner discussion
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may add creative and style to their dance moves (e.g. facial expressions, spin moves, arm movements)
Critical Content:	<ul style="list-style-type: none"> Routines with sequence in gymnastics and or dance Weight, balance and changing conditions in movement. Proper safety equipment and footwear. 	
Key Skills:	<ul style="list-style-type: none"> Transfer weight, demonstrate balance and adapt to changing conditions in movement. Use assessment tools to evaluate movement and safety Identify proper safety equipment and footwear. 	
Critical Language:	Rhythmic, Sequencing, Speed, Flow, Force, Patterns, Safety,	

Learning Experience # 7

The teacher may review rhythmic movements (e.g. cardio drumming, jump ropes, jump bands, dance, gymnastics) so students can determine and justify their preferences.

Generalization Connection(s):

Demonstration in sequencing rhythmic patterns improve movement proficiency.

Teacher Resources:

<https://drive.google.com/file/d/0B3Sg9At9-DT9OHdRUklGWmVDTFk/view?usp=sharing> (locomotor skill images)
<https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9UFh2eGhoSTBGcEU/view?usp=sharing> (locomotor combination skill)
http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WC32YalrL-Z (jump rope skill task cards)
http://www.heart.org/HEARTORG/General/Jump-Band-Cards_UCM_305611_Article.jsp#.WC32valrL-Z (jump band task card)
<https://www.hscripts.com/freeimages/icons/gymnastics/index.php> (Clip art images of balances and jumps)
<https://www.pinterest.com/pin/215539532144457903/> (cardio drumming routine)
<http://www.lepeinc.com/dance-cards.html> (dance task cards)

Student Resources:

https://drive.google.com/open?id=0B-6jK1U_kbf8TDIzWU5xanR5OG8 (Rhythmic Movement Self Reflection)

Assessment:

Students will perform at teacher created stations to determine rhythmic movements for the development of their performance assessment. Students will then complete a self reflection. (Refer to Student Resources)

Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

Access (Resources and/or Process)

Teacher may:

- provide modified moves which replace more complex moves (e.g. side step shuffle instead of grapevine)
- Will face the student and have the student mirror the teacher's movements
- provide task cards that model jumps, rolls, and balance movements
- use a variety of cadences (e.g. drum, clap, counting) to keep a rhythm
- provide images of locomotor movements
- provide images of different jump rope skills

Expression (Products and/or Performance)

Students may:

- perform the movements without the ball, without sticks using just their hands, etc.
- independently modify the dance moves based on their ability (e.g. side step shuffle instead of grapevine, sitting down during cardio drumming)
- perform a movement sequence using advanced skills with appropriate safety procedures (e.g. balance into a roll, twist into a jump, partner-assisted headstand into a forward roll)
- use hula hoop for jumping equipment
- use lines on the floor for jumping

Extensions for depth and complexity:**Access** (Resources and/or Process)**Expression** (Products and/or Performance)

	<p>Teacher may:</p> <ul style="list-style-type: none"> ● show video of students performing complex movement skills ● provide students with complex patterns and sequences 	<p>Students may:</p> <ul style="list-style-type: none"> ● develop their own routines at each station ● add creative and style to their dance moves (e.g. facial expressions, spin moves, arm movements) ● extend locomotor/non-locomotor movements (e.g. skip vs. walk, side-slide vs. side-step) ● perform a movement sequence using advanced skills with appropriate safety procedures (e.g. balance into a roll, twist into a jump, partner-assisted headstand into a forward roll) ● create their own pattern and sequence using jump bands or other movement activities
Critical Content:	<ul style="list-style-type: none"> ● Routines with sequence in gymnastics and or dance ● Weight, balance and changing conditions in movement. ● Mature form jumping ● Assessment tools to evaluate movement and safety ● Proper safety equipment and footwear 	
Key Skills:	<ul style="list-style-type: none"> ● Transfer weight, demonstrate balance and adapt to changing conditions in movement. ● Jump with mature form. ● Use assessment tools to evaluate movement and safety 	
Critical Language:	Safety, Hazards, Balance, Smooth Transitions, Flexibility, Environment, Attire, Body Awareness, Equipment, Weight Transfer, Sequence, Twist, Routine	

Learning Experience # 8	
The teacher may provide a rhythmic routine rubric so students can begin to analyze the elements of a performance.	
Generalization Connection(s):	Demonstration in sequencing rhythmic patterns improve movement proficiency.
Teacher Resources:	<p>https://drive.google.com/file/d/0B3Sg9At9-DT9OHdRUKlGWmVDTFk/view?usp=sharing (locomotor skill images)</p> <p>https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9UFh2eGhoSTBGcEU/view?usp=sharing (locomotor combination skill)</p> <p>http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WC32YalrL-Z (jump rope skill task cards)</p> <p>http://www.heart.org/HEARTORG/General/Jump-Band-Cards_UCM_305611_Article.jsp#.WC32valrL-Z (jump band task card)</p> <p>https://www.hscripts.com/freeimages/icons/gymnastics/index.php (Clip art images of balances and jumps)</p> <p>https://www.pinterest.com/pin/215539532144457903/ (cardio drumming routine)</p> <p>http://www.lepeinc.com/dance-cards.html (dance task cards)</p>

	https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9OW42Y2VXV0FFV2s/view?usp=sharing (Movement Performance Rubric)	
Student Resources:	https://drive.google.com/a/aurorak12.org/file/d/0B3Sg9At9-DT9OW42Y2VXV0FFV2s/view?usp=sharing (Movement Performance Rubric)	
Assessment:	Students will collaborate with their team members to create a rhythmic routine that includes 2-3 elements of the performance assessment rubric (refer to student resources).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> provide task cards for rhythmic movements (e.g. cardio drumming, dance moves, jump bands) provide videos of different rhythmic movements (e.g. cupid shuffle, whip, nae, nae, cha-cha slide) 	Students may: <ul style="list-style-type: none"> use task cards for rhythmic movements (e.g. cardio drumming, dance moves, jump bands) use videos of different rhythmic movements (e.g. cupid shuffle, whip, nae, nae, cha-cha slide)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use complex moves in their routine.
Critical Content:	<ul style="list-style-type: none"> Routines with sequence in gymnastics and or dance weight, balance and changing conditions in movement. Mature form jumping Assessment tools to evaluate movement and safety Proper safety equipment and footwear. 	
Key Skills:	<ul style="list-style-type: none"> Create a routine with sequence in gymnastics and or dance. Transfer weight, demonstrate balance and adapt to changing conditions in movement. Jump with mature form. Use assessment tools to evaluate movement and safety Identify proper safety equipment and footwear. 	
Critical Language:	Rhythmic, Demonstration, Sequencing, Speed, Flow, Force, Creativity, Refinement, Patterns, Documentation, Collaboration, Hazards, Safety, Elements	