

**Sweetwater Union High School District
High School Course II P.E. Dance**

<p>Course Length: 1 Year Classroom Instruction and Review: Education Code Section 51222 provides for 400 minutes of physical education every ten school days for students in grades seven through twelve.</p>	<p>Grade Level: Ten</p>
<p>UC/CSU/College:</p>	<p>District Requirement: Students enrolled in this course are required to have passed 5/6 of the Fitnessgram requirements in High School Course I. Students who do not pass 5/6 of the Fitnessgram requirements in High School Course II are required to enroll in “Fitness for Life”, a course closely aligned to High School Course II content standards with individual fitness planning to aid and assist students to pass the Fitnessgram requirements during the testing windows.</p>
<p>Course Number: PE Dance High School course II 93552</p>	
<p>Credential Information: (Any Below)</p>	

Course Prerequisites: PE High School Course I

District Approved Textbook/Materials:

Pedagogical Philosophy for High School Course II: This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education Dance program in accordance with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Course 2 addresses combatives, gymnastics/tumbling, and team activities. The effects of physical dance activity on dynamic health and the mechanics of body movement are integrated throughout the school year. Course 2 is designed to be taken after Course 1. Units of instruction include: introduction to advanced physical education, fitness (including fitness technology), team activities, gymnastics/tumbling, and combatives.

ESLR’s:

1. Productive Individual

Students will develop knowledge of and competency a variety of fitness activities, achieve a healthy fitness zone level, demonstrate knowledge of fitness concepts, psychological and sociological strategies and apply them to their personal physical activity.

2. Effective Communicator

Students will continually improve their listening, speaking, reading, writing skills as they demonstrate their knowledge through fitness and individual activities. Students will gain knowledge in a variety of physical, psychological, and sociological experiences through this class.

3. Culturally Empowered Community Member

Students will have an improved awareness of the community resources, needs, and health related issues that are facing our youth today.

4. Self-Directed Learner

Students will have the knowledge of creating their personal fitness regime, making adjustments, and challenging their fitness levels to get the desired fitness results and meet their goals. Students will make healthy life long fitness choices that will be incorporated into their daily lives.

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District Course Content Standards and Content Objectives

First Semester

1. Students demonstrate knowledge and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
2. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
3. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Second Semester

1. Students demonstrate knowledge and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
2. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
3. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Ongoing for Both Semesters

Fitness Unit: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

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Notes: As noted in Course 1, the developmental range of high school students is very diverse. However, by tenth grade, most students are experiencing a slower rate of growth. This slowdown in growth rate, along with increases in the length and breadth of muscles, produces a higher level of motor ability and fitness. Students are becoming more interested in their personal development and recognize the value of high-level physical performance for their future lives and careers.

Tenth graders continue to improve their cognitive functioning. They are experiencing an expansion of their knowledge base; an increase in their ability to absorb, process, and retrieve information; a refinement of their language and communication skills; an increase in their attention capacity; and an increase in their ability to conceptualize, reason, and analyze information. They are moving toward their full intellectual potential, which usually occurs between 16 and 25 years of age.

As tenth graders mature, their egocentrism decreases. Through social interaction, they learn that they are not the sole focus of attention. They are learning to express their emotions in more appropriate ways, and their moral reasoning is becoming increasingly sophisticated. Peer groups and dating activities dominate their social lives. They are ready to assume more formal leadership roles during physical activities.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range 2 Weeks	Performance Standard	Formal Assessments
<p>Team Dance Activities</p> <p>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</p> <p>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</p> <p>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those</p>	<p>Participation in all dance and rhythmic skills standards prior to grade 10.</p>	<p>Essential Dance Skills:</p> <p>Positions of the Feet: First Second Third Fourth Fifth</p> <p>Biomechanics: Alignment Balance Cool Down Counter Balance Etiquette Progression Spotting Technique Transition Warm up</p> <p>Musicality: Accent</p>	<p>Range: 30 Hours</p> <p>Acquisition: 10 Hours</p> <p>Mastery: 20 Hours</p>	<p>90% of students will be able to combine and apply movement patterns, from simple to complex, in gymnastic/tumbling, and dance activities.</p> <p>90% of students will be able to demonstrate proficient movement skills in gymnastic/tumbling, and dance activities.</p> <p>Individual and Dual Activities:</p> <p>90 % of students will be able to Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in gymnastic/tumbling, and dance activities and apply those components in performance</p> <p>90% of students will be able to explain and demonstrate advanced</p>	<p>Observation of movement patterns within a physical activity.</p> <p>Self assessments.</p> <p>Partner assessments.</p> <p>Skills test.</p> <p>Reading Strategies in Physical Education: Learning logs: students can keep a log of various vocabulary words and</p>

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<p>components in performance.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</p> <p>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</p> <p>1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</p> <p>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</p> <p>1.8 Analyze and explain which training and conditioning practices have the greatest</p>	<p>Ballet Dance</p> <p><u>Center/Barré Work</u> Plié Tendu Degagé Relevé Coupé Passé Ronds De Jambe Fondu Developpé Battement Port de Bras Frappé Fouté Parallel Pirouette Arabesque Turn-out</p> <p><u>Locomotor Movements</u> Chassé Pas de Bourréé Contra Temps Balancé Pique Turn Chainé Soustenu Assemble Tour Jeté Sauté Pas De Chat Glissadé Tombé</p> <p><u>Combinations</u> Adagio Allegro Grande Allegro</p>	<p>offensive, defensive, and transition strategies and tactics in gymnastic/tumbling, and dance activities.</p> <p>90% of students will be able to explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in gymnastic/tumbling, and dance activities; and evaluate the performance based on use of the principles.</p> <p>90% of students will be able to evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</p> <p>90% of students will be able to analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in gymnastic/tumbling, and dance activities.</p> <p>90% of students will be able to analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in gymnastic/tumbling, and dance activities.</p>	<p>skills.</p> <p>Reciprocal Teaching: students can work together to teach skill-related components and how they apply within a physical activity. Students will be placed into groups, as a group students will travel around to various stations that represent the skills related components. At the station students will have to identify the components, write the definitions, and perform the skill.</p>
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<p>impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</p> <p>1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</p> <p>1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.</p> <p>1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</p> <p>1.12 Evaluate independent learning of movement skills.</p>		<p>Jazz Dance</p> <p><u>Axial Movements</u></p> <p>Attitude Fan Kick Forced Arch Hinge Isolations Jazz Hands Lunge Kick Parallel Plié Turned In</p> <p><u>Locomotor Movements</u></p> <p>Ball Change Box Step Grapevine Jazz Walk Pivot Suzy Q</p> <p><u>Elevated Movements</u></p> <p>Hop Jump Tuck Jump Front Leap Side Leap Switch Leap Stag Double Stag</p> <p><u>Turns</u></p> <p>Axel Chainé Pique Pirouette</p>		<p>90% of students will be able to create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in gymnastic/tumbling, and dance activities.</p> <p>90% of students will be able to analyze situations to determine appropriate strategies to use in gymnastic/tumbling, and dance activities.</p> <p>90% of students will be able to analyze the effect/outcome of a particular performance strategy used in gymnastic/tumbling, and dance activities.</p> <p>90% of students will be able to evaluate independent learning of movement skills.</p>	
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		<p><u>Floor Technique</u> Back Roll Forward Roll Jazz Split Tuck and Roll</p> <p>Safety Equipment: Sprung Floor Mirrors Ballet Barres Attire Appearance</p> <p>Skills and Concepts:</p> <ul style="list-style-type: none"> • Develop basic competency in skills and show progress by demonstrating dance advanced techniques. • History, safety, rules and etiquette. • Similarities and differences • Apply principles of resistance 			
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For some high school students, Course 2 is their last opportunity for formal instruction in physical education. Course 2 addresses combatives, gymnastics/tumbling, and team activities. The effects of physical activity on dynamic health and the mechanics of body movement are integrated throughout the school year. Course 2 is designed to be taken after Course 1 is completed. Typically, tenth graders enroll in Course 2, though some students will take Course 2 as eleventh or twelfth graders.

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Select two to four of the following: ballet, folk, jazz, modern, social, square

Notes from California Framework: Tenth-grade students learn to use the principles of biomechanics to analyze and improve performance. These biomechanical principles include leverage, force, inertia, rotary motion, opposition, and buoyancy. They also explain and use the skill-related fitness components to enhance their performance. The skill-related fitness components are speed, power, agility, coordination, reaction time, and balance. They can also use their understanding of training and conditioning practices to improve skill acquisition and performance. Understanding these four areas (biomechanics, motor learning, skill-related fitness, and training and conditioning), along with the role of emotions, provides learners with the comprehensive knowledge for improving performance in combatives, gymnastics and tumbling, and team dance activities.

On their path to becoming independent learners of movement skills, students increase their understanding of motor learning concepts. By the end of tenth grade, students create practice plans for improving their own performance in **combatives, gymnastics and tumbling, and team dance activities**. These practice plans are based on their personal strengths and weaknesses as identified by the students through feedback from proprioception, from others, and from the performance of complex movement activities.

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies/Activities for Objective
<p>Multiple Choice Dance Team activities</p>	<p>Which of the following is the best way to perform a dance as a team?</p> <p>A. Keep the best dancers of the group in the front the entire performance.</p> <p>B. Give every dancer the opportunity to dance in the front no matter how they look executing the movements</p> <p>C. Give each dancer the opportunity to showcase their strengths by placing each in the front during the parts of the dance they execute the best.</p>	<p><u>Books</u> <i>Deal a Dance cards</i> by Susan McGreevy-Nichols, Helene Scheff, Marty Sprague</p> <p><i>Choreography</i> by Sandra Cerny Minton</p> <p><i>Dance Imagery</i> by Eric Franklin</p> <p><i>Jump Into Jazz</i> by Minda Goodman Kraines and Esther Pryor</p> <p><i>The Language of Ballet</i> by Thalia Mara</p> <p><i>Technical Manual and Dictionary of Classical Ballet</i> by Gail Grant</p> <p><i>Building Dances</i> by Susan McGreevy-Nichols,</p>	<p>Student self assessments. - Students will check off the level of proficiency that they themselves demonstrate after viewing a video on their performance.</p> <p>Partner assessments. - Have students pair up to work on a dance skill/ balance pose. Each student will demonstrate the movement to their partner who will then provide them with immediate feedback.</p> <p>Team assessments. - Students can be broken up into groups and take turns video taping each others groups performing. Then students can watch the video tape and evaluate how to improve dance performance.</p>

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		<p>Helene Scheff, Marty Sprague</p> <p><u>Equipment:</u> Ballet Barres Mirrors Proper sprung dance floor Video Camera or Digital Camera equipment to play the images recorded (TV or LCD projector) Audio Equipment – CD player/MP3 player Elastic exercise bands</p> <p><u>Handouts</u> Proper dance etiquette and attire Various warm-up and cool down dance exercises Dance exercises that correlate with each fitness component.</p> <p><u>Music</u> <i>Variations</i> by Lisa Hariss <i>Ballet Etudes</i> by Robert Long</p> <p><u>Websites</u> Dancehelp.com Alldancecentral.com PE Central http://pecentral.org/lessonideas/pelessonplans.html</p> <p><u>Videos</u> NYC Ballet Workout DVD</p>	<p>Written assessments.</p> <p>- Students can be assigned to watch a dance performance in the community and evaluate the performance in written form. The performance can be a high school event or a professional event.</p> <p>Activity prior to assignment:</p> <p>-Have students work in groups to improvise dance movements with the use of the <i>Deal a Dance cards</i>.</p> <p>Projects:</p> <p>-Have students work in a team to choreograph a dance utilizing all the elements of movement in the dance genre of their choosing. - Students will experience the process of creating a dance team routine by following a set procedure. Students will recognize that doing dance team dances is one way to keep aerobically fit.</p>
<p><u>Formative Assessment (Constructed or Performance) Short answer/ Diagram</u></p>	<p>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative,</p>		

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	<p>gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles. Constructed Assessment for a Team Dance Lesson:</p> <p>Please Draw the Following Feet Positions: 1st Turned-Out: 2nd Turned-Out: 4th Turned-Out: 5th Turned-Out:</p> <p>Students will have a picture of a person standing and will draw a correct line of gravity. They will then describe the points of the body the line passes for proper alignment to occur.</p>		
<p><u>Summative Assessment (Authentic/Real World Performance)</u> Team dance combinations in center and traveling across the floor.</p>	<p>Students will work in a team to choreograph a dance utilizing all the elements of movement in the dance genre of their choosing.</p> <p>Students will demonstrate ballet dance knowledge by creating an adagio and allegro dance combination as a group.</p> <p>Students will demonstrate Jazz dance knowledge by creating a traveling and center dance combination as a group</p> <p>Students will work together as a team to develop a floor rhythmic/dance routine and perform it in class or on stage.</p>		

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<p>Gymnastics/Tumbling</p> <p>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</p> <p>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</p> <p>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</p>	<p>Participation in all dance and rhythmic skills standards prior to grade 10.</p>	<p>Essential Skills:</p> <ul style="list-style-type: none"> • Demonstrate basic tumbling moves • Review history • Spotting and safety • Analyze movement using principles of resistance • Demonstrate aesthetic movement while performing • Balance Beam: low beam and/or regulation beam: Mounts, walking, hopping and skipping, turns, balances, dismounts • Bars: parallel, uneven • Pullover: knee hang, knee swing, basket, skin the cat, turns, dismounts • Vaulting: Squat, straddle, flank • Floor exercise • Combine basic tumbling moves into a routine • If no gymnastics apparatus is available, this unit should include rhythmic/ dance movement • Rhythmic Gymnastics/Dance: Combine basic tumbling moves, which may include implements such as balls, hoops, jump ropes, wands or ribbons in a routine • Supplemental activities: Dance, rope jumping, elastic bands, stability balls 	<p>Range: 30 Hours</p> <p>Acquisition: 10 Hours</p> <p>Mastery: 20 Hours</p>	<p>90% of students will be able to combine and apply movement patterns, from simple to complex, gymnastic/tumbling, and dance activities.</p> <p>90% of students will be able to demonstrate proficient movement skills in gymnastic/tumbling and dance activities. Individual and Dual Activities:</p> <p>90% of students will be able to Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in gymnastic/tumbling and dance activities and apply those components in performance</p> <p>90% of students will be able to explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in gymnastic/tumbling, and dance activities.</p> <p>90% of students will be able to explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply</p>	<p>Observation of movement patterns within a physical activity.</p> <p>Self assessments.</p> <p>Partner assessments.</p> <p>Skills test.</p> <p>Reading Strategies in Physical Education: Learning logs: students can keep a log of various vocabulary words and skills. Reciprocal Teaching: students can work together to teach skill-related components and how they apply within a physical activity. Students will</p>

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<p>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</p> <p>1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</p> <p>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</p> <p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</p>			<p>the principles to achieve advanced performance in gymnastic/tumbling, and dance activities; and evaluate the performance based on use of the principles.</p> <p>90% of students will be able to evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</p> <p>90% of students will be able to analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in gymnastic/tumbling, and dance activities.</p> <p>90% of students will be able to analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in gymnastic/tumbling, and dance activities.</p> <p>90% of students will be able to create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in gymnastic/tumbling, and</p>	<p>be placed into groups, as a group students will travel around to various stations that represent the skills related components. At the station students will have to identify the components, write the definitions, and perform the skill.</p>
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<p>1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</p> <p>1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.</p> <p>1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</p> <p>1.12 Evaluate independent learning of movement skills.</p>				<p>dance activities.</p> <p>90% of students will be able to analyze situations to determine appropriate strategies to use in gymnastic/tumbling, and dance activities.</p> <p>90% of students will be able to analyze the effect/outcome of a particular performance strategy used gymnastic/tumbling, and dance activities.</p> <p>90% of students will be able to evaluate independent learning of movement skills.</p>	
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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies/Activities for Objective
<p>Multiple Choice Gymnastics/Dance Vocabulary</p>	<p>How should a pirouette be performed on a balance beam?</p> <p>A. In passé B. With proper use of spotting C. On elev�e D. All of the above</p> <p>Which of the following dance genres is best suitable for the floor exercise?</p> <p>A. Tap B. Square C. Folk D. Jazz</p>	<p>Books: <i>Jump Into Jazz</i> by Minda Goodman Kraines and Esther Pryor <i>Rhythmic Activities and Dance</i> by John Price Bennett and Pamela Coughenour Riemer <i>The Language of Ballet</i> by Thalia Mara</p> <p>Equipment: Ballet Barres Mirrors Proper sprung dance floor Video Camera or Digital Camera equipment to play the images recorded (TV or LCD projector) Audio Equipment – CD player/MP3 player Elastic exercise bands</p> <p>Handouts: Examples of training/ conditioning practices for basic fitness. Examples of training/ conditioning practices for sports. Fitnessgram requirements and training and conditioning for each component.</p>	<ul style="list-style-type: none"> - Training log of conditioning practices of gymnastics/dance. - Students are divided into groups and given a component from the Fitnessgram. Each group will have to come up with training/ practices for that component and lead the class through the exercises.
<p>Formative Assessment (Constructed or Performance) Short answer Formative Assessment</p>	<p>Describe the proper form for landing a balance beam take off.</p> <p>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</p> <p>Formative Assessment for a Gymnastics Lesson: Students work collaboratively with a partner to master the skill of the</p>		

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	<p>cartwheel. There is one instructional unit between two students with a check off sheet of key elements of the skill (example hand-hand-foot-foot sequence, straight line, etc...). Based on the feedback from the peer and proprioception, the student is able to identify and make correction in their cartwheel form for more efficient and effective movement.</p> <p>Projects: Students will develop a fitness workout plan to best prepare them for the upcoming dance performance. Each student will need to consider what their current fitness level is, define what fitness attributes they will need for a success performance, and develop and implement a plan to prepare them for the performance</p> <p>Students will have to create a four week training/conditioning regiment for a particular gymnastics and dance skill. Students would have to explain why they chose those particular exercises for that skill, and how it could have an impact on performance.</p>		
<p><u>Summative Assessment (Authentic/Real World Performance)</u></p>	<p>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in gymnastic/tumbling, and dance activities.</p> <p>Proprioception refers to the ability to sense the position, location, orientation, and movement of one's body and its parts. The students are assigned to groups of four to work on the roundoff, a common gymnastics/tumbling skill. One person performs the roundoff, one person is the spotter, one person provides feedback, and one person is the recorder. Students rotate roles after each trial. During closure, the performers analyze the feedback they received from proprioception and others to determine what they need to do to improve their performance.</p>		

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Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. . A personal defense class in which students learn to avoid dangerous situations as well as how to defend themselves meets the combatives requirement. The development of proficiency gives the student the capacity for success and the attainment of advanced levels of performance that increase the likelihood of continued participation well into adulthood.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range 4 Weeks	Performance Standard	Formal Assessments
<p>Combatives</p> <p>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</p> <p>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</p> <p>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative,</p>		<p>Skills and Concepts:</p> <ul style="list-style-type: none"> • Develop a personal safety plan • Develop and maintain a fitness level appropriate for performance of personal safety skills • Demonstrate progress by practicing advanced skills, which require a combination of techniques within a drill • Apply principals of resistance to enhance performance of personal safety /self defense skills • Apply fundamental skills of self defense: jab, jab cross, round house punches, snap kicks, crescent kicks, side kicks, back kicks • Analyze use of levers in self defense movements • Work effectively with a partner to practice personal safety/self defense skills 	<p>Range: 20 Hours</p> <p>Acquisition: 10 Hours</p> <p>Mastery: 10 Hours</p>	<p>90% of students will be able to combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and dance team activities.</p> <p>90% of students will be able to demonstrate proficient movement skills in combative, gymnastic/tumbling, dance team activities.</p> <p>Individual and Dual Activities:</p> <p>90% of students will be able to Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance</p> <p>90% of students will be able to explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and dance team activities.</p>	<p>Observation of movement patterns within a physical activity.</p> <p>Self assessments.</p> <p>Partner assessments.</p> <p>Skills test.</p> <p>Reading Strategies in Physical Education: Learning logs: students can keep a log of various vocabulary words and skills. Reciprocal Teaching: students can work together to teach skill-related components</p>

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<p>gymnastic/tumbling, and team activities.</p> <p>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</p> <p>1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</p> <p>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</p> <p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</p>				<p>90% of students will be able to explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and dance team activities; and evaluate the performance based on use of the principles.</p> <p>90% of students will be able to evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</p> <p>90% of students will be able to analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and dance team activities.</p> <p>90% of students will be able to analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and dance team activities.</p>	<p>and how they apply within a physical activity. Students will be placed into groups, as a group students will travel around to various stations that represent the skills related components. At the station students will have to identify the components, write the definitions, and perform the skill.</p>
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<p>1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</p> <p>1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.</p> <p>1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</p> <p>1.12 Evaluate independent learning of movement skills.</p>			<p>90% of students will be able to create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and dance team activities.</p> <p>90% of students will be able to analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and dance team activities.</p> <p>90% of students will be able to analyze the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and dance team activities.</p> <p>90% of students will be able to evaluate independent learning of movement skills.</p>
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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies/Activities for Objective
<p><u>Multiple Choice</u></p>	<p>What is the best self defense practice?</p> <p>A. Know your current surroundings and familiarize yourself with the people that live in your neighborhood</p> <p>B. Walk out with someone to your car/ride whenever possible.</p> <p>C. Lift weights</p> <p>D. Both answer A and B</p>	<p>Handouts: A list of all vocabulary words along with definition A guide for how to create or modify a training practice</p> <p>Videos: Video of the students performing.</p>	<p>Project: - Students will research various martial art techniques in striking and choose one to demonstrate to the class for their team dance project. Each movement demonstration must include a historical background, a description of the muscles used in the movement and the best place on the body to strike.</p>

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		Websites: <ul style="list-style-type: none"> • Megan's Law www.meganslaw.ca.gov 	
<u>Formative Assessment</u> <u>(Constructed or Performance)</u> Diagram Short answer	Students will have a picture of a person standing and will circle the points were the body is most vulnerable to a strong blow or strike. Describe how establishing self-confidence is the best practice of self-defense.		
<u>Summative Assessment</u> <u>(Authentic/Real World Performance)</u>	Students will choreograph a combative dance routine with a partner using movement from various martial arts.		

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Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>Physical Fitness</p> <p>2.1 Participate in moderate to vigorous physical activity at least four days a week.</p> <p>2.2 Participate in enjoyable and challenging physical activities that develop and maintain five components of physical fitness.</p> <p>2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.</p> <p>2.4 Use physical fitness test results to set and adjust goals to improve fitness.</p> <p>2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>2.6 Identify the physical fitness requirements of an occupation.</p> <p>2.7 Develop and implement a one month personal physical fitness plan.</p>	<p>Students will have a minimum of six weeks training prior to incorporating this standard.</p> <p>Training includes and not limited to:</p> <ol style="list-style-type: none"> 1. Dance 2. Running/jogging 3. Jump Rope 4. Stairs 5. Curl-Ups 6. Push Up Hold 7. Push-Ups 8. Stretching 9. Curl-Ups 10. Trunk Lift 	<p>Aerobic activity – Long duration exercise that relies on the presence of oxygen for the production of energy; it may also control body weight, reduce the percentage of body fat, improve the circulatory function, and reduce blood pressure. Examples include aerobic dance, aqua aerobics, cycling, jogging, power walking, recreational dance, in-line skating, step aerobics, kickboxing, and super circuit.</p> <p>Anaerobic activity – Short duration exercise completed without the aid of oxygen; it is used to build muscle mass and to improve one’s ability to move quickly and to deliver force.</p> <p>Basic resistance principles– Resistance is the weight or force that is used to oppose a motion. Resistance training increases muscle strength by pitting the muscles against a weight, such as a dumbbell or barbell. The basic principles of resistance training include: type of lift, intensity, volume, variety, progressive overload, rest, and recovery.</p> <p>Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit</p>	<p>Range: 40 Hours</p> <p>Acquisition: 30 Hours</p> <p>Mastery: 10 Hours</p>	<p>90 % of students will demonstrate moderate to vigorous levels of intensity during physical fitness activities.</p> <p>Moderate level = 80% of target heart rate.</p> <p>Vigorous Level = 85 % of target heart rate.</p> <p>90% of students will participate in moderate to vigorous physical activity at least four days a week. These activities will be enjoyable and challenging physical activities that develop and maintain five components of physical fitness.</p> <p>90% of students will meet health-related physical fitness standards established by a</p>	<p>- Analyze movement using principles of resistance.</p> <p>- Create and implement individualized fitness plan applying the components of fitness (cardiorespiratory, muscle strength, muscle endurance, flexibility, and body composition), the FITT principle, and principles of training (overload, progression, specificity, and regularity)</p> <p>-Assess personal fitness, compare personal fitness data to health standards and set goals of maintenance and improvement</p> <p>-Analyze body types related to age, gender,</p>

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<p>2.8 Analyze consumer physical fitness products and programs.</p> <p>2.9 Explain the inherent risks associated with physical activity in extreme environments.</p> <p>2.10 Identify and list available fitness resources in the community.</p> <p>2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.</p>		<p>ways in order to improve their efficiency and effectiveness.</p> <p>Body composition – The makeup of the body in fat free mass (muscle, bone, vital organs and tissues) and fat mass.</p> <p>Components of physical fitness – Aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition.</p> <p>Cool down exercises – Five to ten minutes of light to moderate physical activity. It maintains blood pressure, helps enhance venous return, and prevents blood from pooling in the muscles.</p> <p>Core muscles – The abdominal, back, hip, and pelvic floor muscles.</p> <p>Dehydration – Loss of water and important blood salts like potassium and sodium which are essential for vital organ functioning.</p> <p>Ergogenic aids – Substances, devices, or practices that enhance an individual's energy use, production, or recovery.</p> <p>Flexibility – The ability to move joints of the body through normal range of motion.</p> <p>F.I.T.T. principles/concepts – Inter-related and inter-dependent rules for gaining and maintaining physical fitness – frequency, intensity, time, and type.</p>		<p>scientifically based</p> <p>90% of students will use physical fitness test results to set and adjust goals to improve fitness.</p> <p>90% of students will improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>90% of students will identify the physical fitness requirements of an occupation.</p> <p>90% of students will develop and implement a one month personal physical fitness plan.</p> <p>90% of students will explain the inherent risks associated with physical activity in extreme environments.</p> <p>90% of students will be able to identify and list available fitness resources in the community.</p>	<p>groups, and fitness levels.</p> <p>-Select a leisure time physical activity and identify opportunities in the community to participate in this activity.</p> <p>-Describe historical trends in fitness participation and activities that have had an impact on current physical education and sports.</p> <p>-Fitness activities: circuit training, fitness lab, weight room, aerobics, step s, run s, medicine balls, cardio equipment.</p> <p>-Fitness Technology: Heart rate monitors, skin calipers, computer software.</p> <p>-Introduction to weight room procedures.</p> <p>-Nutrition: daily food log, analysis</p>
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		<p>Frequency – A principle of training that establishes how often to exercise.</p> <p>Health-related physical fitness – Consists of those components of physical fitness that have a relationship with good health. The components are body composition, aerobic capacity, flexibility, muscular endurance, and strength.</p> <p>Healthy fitness zone – The lower and upper ranges of performance on physical fitness tests that have been identified as being related to good health.</p> <p>Healthy target heart rate zone – A safe range of activity intensity that can be used to enhance the level of aerobic capacity.</p> <p>Hyper-extension – Greater than normal stretching or straightening of an extended limb.</p> <p>Hyper-flexion – Greater than normal stretching or straightening of a flexed limb.</p> <p>Individuality – A principle of training that establishes the program must take into account the specific needs and abilities of individuals for whom it is designed.</p> <p>Intensity – A principle of training that establishes how hard to exercise.</p>		<p>90% of students will be able to explain the role of physical activity in the prevention of disease and the reduction of health care costs.</p>	<p>of food labels, tracking of current diet, goals and plans for improvement.</p> <p>Written assessment - Explain the inherent risks associated with physical activity in extreme environments.</p>
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		<p>Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.</p> <p>Mode / type – A principle of training that establishes the specific activity to use.</p> <p>Moderate physical activity– Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of the effort a healthy individual might expend while walking briskly, dancing, swimming, or bicycling on level terrain, for example. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.</p> <p>Muscle endurance – The ability of a muscle to avoid fatigue.</p> <p>Muscle strength – The ability of a muscle to exert force.</p> <p>Overload – A principle of training that establishes a minimum threshold to obtain a benefit.</p> <p>Perceived exertion index – A way of rating how hard you feel your body is working during physical activity, based on physical sensations you experience, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.</p>		
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		<p>Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.</p> <p>Plyometric exercise – A rapid powerful movement preceded by a preloading counter movement which creates a stretch-shortened cycle of the muscle.</p> <p>Principles of training/principles of exercise – Principles to follow in planning an exercise program to affect physiological changes in the human body related to health and performance including: frequency, individuality, intensity, mode/type, overload, progression, regularity, specificity and time.</p> <p>Progression – A principle of training that establishes increases in the elements addressed in the principles to provide improvements over periods of time.</p> <p>Recovery rates – The time necessary for an exercise-induced elevated heart rate to return to a normal resting heart rate.</p> <p>Regularity – A principle of training that establishes exercise on a regular schedule. A pattern of physical activity is regular if activities are performed most days of the week, preferably daily; five or more days of the week if moderate-intensity activities are chosen; or three or more days of the week if vigorous</p>			
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		<p>intensity activities are chosen.</p> <p>Resistance principle – The principle that the use of some implement, device, or simply bodyweight as a resistance can enhance some physical characteristic like strength or muscular endurance.</p> <p>Specificity – A principle of training that establishes a particular kind of activity for each component of physical fitness.</p> <p>Time – A principle of training that establishes the amount of time for each exercise period.</p> <p>Type – A principle of training that establishes which muscles to target during an exercise period.</p> <p>Vigorous physical activity – Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill, for example. Vigorous intensity physical activity may be intense enough to result in a significant increase in heart and breathing rate.</p> <p>Warm-up exercises – Low intensity exercises that prepare the muscular/skeletal system and heart and lungs (cardiorespiratory system) for the hard work to follow.</p>			
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		Weight-bearing activities - Any activity in which one's feet and legs carry their own weight. Examples include walking, running, tennis, aerobic dancing		
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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies/Activities for Objective
<p>Multiple Choice Given a fitness log, students will determine if the exercise is an example of low, moderate, or vigorous intensity.</p>	<p>Monday- Stretch, 1 Mile = 10:00 minutes, 10 push ups, and 50 crunches</p> <p>Tuesday – Stretch, Aerobic Dance = 30:00 minutes, 25 regular push-ups & 25 incline push-ups.</p> <p>Wednesday - Stretch, Aerobic Dance = 30:00 minutes and 100 sit-ups</p> <p>Thursday - REST</p> <p>Friday –, Aerobic Dance = 30:00 minutes, Stretch, 25 regular push-ups & 25 incline push-ups.</p> <p>Saturday - Stretch, 2 sets of 25 lunges (right and left = 1), 2 sets of 25 squats, 25 regular push-ups and 50 curl-ups</p> <p>Sunday- REST</p> <p>John is having trouble with a cart wheel. What training/practices should he focus on to increase his performance?</p> <ol style="list-style-type: none"> a. Running 4x a week to increase his endurance. b. Core conditioning and strengthening. c. 1 sets of 20 push-ups to build his upper body strength. 	<p>Handouts: Fitnessgram.</p> <p>Equipment: Fitnessgram equipment Ballet Barres Mirrors Proper sprung dance floor Video Camera or Digital Camera equipment to play the images recorded (TV or LCD projector) Audio Equipment – CD player/MP3 player Elastic exercise bands Stability balls Medicine balls</p> <p>Books: <i>Preventing Dance Injuries</i> by Ruth Solomon, Sandra C. Minton, John Solomon</p> <p><i>Fitness for Life</i> By Charles B. Corbin and Ruth Lindsey/Human Kinetics</p> <p>Fitnessgram Test Manuel, Third Edition, with DVD.</p> <p>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide.</p>	<p>- Discuss strategies of overcoming bad days and how dance can help.</p> <p>Review exercises that can be done for warming up muscles and joints properly. Discuss which muscle should be warmed up first and which muscles can be warmed up later.</p> <p>Requiring students to develop a one month fitness plan and follow that plan.</p> <p>Continuous monitoring of achievements, plateaus, and decreasing in performance.</p> <p>Students will watch themselves perform elevated dance movements (hop, jump, leap), and evaluate their performance. They will then design a new training /conditioning program to improve their execution of these movements.</p>

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	<p>Sarah has been trying to build up her endurance. She does Tae Bo but feels tired after 10 minutes. She goes to the gym and runs for 10 minutes on the tread mill. However, she feels that it's starting to become easy. What should she increase?</p> <ol style="list-style-type: none"> a. incline b. speed c. time 	<p>Videos: NYC Ballet Workout DVD</p> <p>Websites: Rubrican.com</p>	<p>Probing questions after the assignment:</p> <p>Ask students to identify their personal fitness goals?</p> <p>- Ask students the importance to working out? - Ask students how does working out and dancing make you feel? Emotionally and physically.</p>
<p><u>Formative Assessment (Constructed or Performance)</u> * Short Answer</p>	<p>Describe your current physical fitness levels based on the Fitnessgram. Relate and apply how you will pursue your on going fitness levels beyond physical education class. Use specific examples.</p>		
<p><u>Summative Assessment (Authentic/Real World Performance)</u></p>	<p>Based off the standard 1.8, students will evaluate feedback of Fitnessgram practice performance. Students will create or modify practices to improve</p> <p>-Students will watch a dance performance. Students will evaluate the performance and design a new training/conditioning for the dancers.</p> <p>-Students will take one component form the Fitnessgram that they need to work on. Students will create or modify practices/ training plans based on feedback from the teacher. Students will come up with a 4 week training program based on the feedback given. Students will set outcome goals for themselves for the end of the 4 week period.</p>		<p>Project: Develop a warm-up dance routine and teach it to the class.</p>
<p><u>One Month Fitness Plan</u></p>	<p>A complete plan includes: a variety of activities; all fitness components; component and activity correctly linked; amount of time per day; target heart rate; parent signature to verify. A one month personal fitness plan with warm-up, fitness components and cool down, FITT guidelines and principles of training.</p>		

Notes: This standard addresses self-responsibility, social interaction, and group dynamics. Students in Course 1 evaluate their psychological responses to physical activity. They set goals and then describe the positive feelings they experience from successful participation in dance activity. They share the responsibility for creating and maintaining a physically and emotionally safe and nonthreatening environment for all. And, they act independently and ignore negative peer pressure during dance activity.

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By the end of Course 1, students discuss the changing psychological and sociological needs of a diverse society in relation to physical activity. They understand that dance activity is universal and is experienced by all cultures around the world. Through participation in dances from different parts of the world, students gain greater insights into the history and traditions of different cultures. Students extend this learning to social interaction and cooperation at home as well as in their future workplace.

Students learn that each individual brings different strengths and abilities to the group. They learn it is important for the group to identify and utilize the strengths of each person to be successful in physical activities. They understand that success can occur only when students demonstrate cooperation and positive interactions with others.

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Objectives	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>Self Responsibility</p> <p>3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity.</p> <p>3.2 Act independently of negative peer pressure during physical activity.</p> <p>3.3 Identify and evaluate personal psychological responses to physical activity.</p> <p>3.4 Describe the enjoyment, self expression, challenge, and social benefits experienced by achieving one's best in physical activities.</p>	<p>An understanding of Personal and Social Responsibility</p> <p>Basic conflict resolution skills</p> <p>Social skills: encouragement, activity listening, courtesy, sharing, respect.</p> <p>Students should be able to perform several dance exercises that will strengthen each component of dance fitness.</p> <p>Successful completion of first semester objectives.</p>	<p>Choreography</p> <p>Improvisation</p> <p><u>Elements of Movement</u></p> <p>Body</p> <p>Space</p> <p>Relationship</p> <p>Time</p> <p>Dynamic</p> <p>Energy</p> <p>Body management- Basic skills focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.</p> <p>Group dynamics- Each person in a group influences and is influenced by each other. The most important aspect of group cohesiveness and good performance seems</p>	<p>Range: 30 Hours</p> <p>Acquisition: 10 Hours</p> <p>Mastery: 20 Hours</p>	<p>90% of the students will be able to perform the required techniques.</p> <p>Progress is developing consistently and independently.</p> <p>90 % of students will demonstrate the understanding of how one feels during a workout and how the outcomes are joined together.</p> <p>90% of students will accept personal responsibility and act independently of negative peer pressure during physical activity.</p> <p>90% of students will be able to describe the enjoyment and self expression, challenge and social benefits experienced by</p>	<p>Observation during physical activity and comparing to students fitness logs.</p> <p>Student self assessments.</p> <p>Partner assessments.</p> <p>Team assessments.</p> <p>Written assessments.</p>

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<p>3.5 Develop personal goals to improve one's performance in physical activities.</p> <p>Social Interaction</p> <p>3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.</p> <p>3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the work place.</p> <p>3.8 Recognize the value of physical activity in understanding multiculturalism.</p> <p>Group Dynamics</p> <p>3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.</p> <p>3.10 Identify and utilize the potential strengths of each individual in physical activity.</p>		<p>to be commitment to the group task, which leads to a sense of collective efficacy—team members can respond to the demands of a difficult situation.</p> <p>Responsibility- a form of trustworthiness; the trait of being answerable to someone for something or being responsible for one's conduct</p>		<p>achieving one's best in dance activity.</p> <p>90% of students will be able to develop personal goals to improve their own performance in dance activities.</p> <p>90% of students able to discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.</p> <p>90% of students able to identify and utilize the potential strengths of each individual in dance activity.</p>	
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High School Course II P.E. Dance

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies/Activities for Objective
<p><u>Multiple Choice</u></p>	<p>Martha has been given permission from her teacher to choreograph a dance for the upcoming performance. She will need 8 dancers from a class of 30 students. How should Martha determine who will perform in her dance:</p> <p>A. Talk to the whole class about the dance, and solicit volunteers.</p> <p>B. Hold an audition after school and select the most capable students.</p> <p>C. Talk in private only with her friends to recruit them for the dance.</p>	<p><u>Books</u> <i>Assessing Student Responsibility and Teamwork</i> by NASPE, <i>Dance, Power and Difference</i> by Sherry B. Shapiro</p> <p><i>Teaching Responsibility through Activity</i> by Don Hellison Ph.D</p> <p><u>Equipment:</u> Ballet Barres Mirrors Proper dance floor Video Camera or Digital Camera equipment to play the images recorded (TV or LCD projector) Audio Equipment – CD player/MP3 player</p> <p><u>Worksheets and Posters</u> <i>Deal a Dance cards</i> by Susan McGreevy-Nichols, Helene Scheff, Marty Sprague</p> <p>Teaching the Elements of Dance by Alan Pietsch</p>	<p>Probing questions prior to assignment:</p> <ul style="list-style-type: none"> - Have students self identify how they cooperated in the dance today? -Ask students to identify how they could have contributed more to the choreography with their teammates? -Ask students to identify their personal fitness goals? - Ask students the importance to working out? - Ask students how does working out and dancing make you feel? Emotionally and physically. - Discuss strategies of overcoming bad days and how dance can help. <p>Activity prior to assignment:</p> <ul style="list-style-type: none"> - Have students work in groups to improvise dance movements with the use of the <i>Deal a Dance cards</i>. <p>Projects:</p> <p>Students can be broken up into groups and take turns video taping each others groups performing. Then students can watch the video tape and evaluate how to improve dance performance.</p> <p>Students can be assigned to watch a dance performance in the community and evaluate the performance in written form. The performance can be a high school event or a professional event. Encouraging the students to get involved with the community.</p>

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<p><u>Formative Assessment</u> <u>(Constructed or Performance)</u></p>	<p>Keep a dance choreography journal in which you describe some of the challenges you encounter as you create a dance team combination. Reflect on the ways you overcame these challenges and what you would change about your approach to choreography in the future.</p>		
<p><u>Summative Assessment</u> <u>(Authentic/Real World Performance)</u></p>	<p>Students can be broken up into groups and take turns video taping each others groups performing. Then students can watch the video tape and evaluate the strengths and weakness of the performance in order to improve for future dance performance.</p>		

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Glossary

Dance Terminology

Ball Change: A fast change of weight from the ball of the foot to the other foot, usually syncopated

Battement: A kick of the leg. The knee stays straight and the leg is turned out.

Box Step: A series of four steps that form the shape of a box

Chainé: A series of small steps linked together executed in turns.

Chassé: Classical term, a chasing step or step-together-step.

Coupé: To cut. One foot cuts the other foot away and takes its place.

Dégagé: A brush of the straight leg through tendu to a position slightly off the floor.

Développé: Literally developed. The unfolding movement of the foot to an extension of the leg.

Enveloppée: Literally enveloped. The folding movement of the leg from an extension back to passé.

Flat Back: A bent position in which the upper body is aligned from the top of the head to the waist.

Fouetté Jump: A jump in which the hips whip the leg from front to back.

Fouetté Turn: Literally whipped. A whipping movement of the working leg which causes the body to turn around the supporting leg.

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Hop: To take off from one foot and land on the same foot.

Isolation: The separate movement of one body part while the rest of the body remains still.

Jump: To take off from two feet and land on two feet.

Leap: To take off from one foot and land on the other foot.

Lunge: A balance pose in which the weight bearing leg is bent at a 90 degree angle, and the other leg is straight.

Pas de Bourrée: A three-step motion that may be back-side-front.

Passé: A classical term in which the working foot is at the knee of the standing leg.

Pirouette: Literally whirl. A complete turn of the body in passé.

Plié: Bending of the Knees

Pique Turn: A traveling turn, in which one leg is in passé as the other leg points into the ground.

Pivot Turn: A turn that changes the body to face the opposite direction.

Relevé: Rising from a plié position onto the balls of the feet.

Ronds De Jambe: Circle of the leg. The knees stay straight and the leg is turned out as the foot glides on or off the floor.

Tendu: A foot exercise in which the foot is stretched.

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Triplet: A three-step movement, with the first step in plié, the second and third steps in relevé.

Tombé: To fall, usually followed by a pas de bourrée to go into a jump.

Tour Jeté: A scissoring movement with the legs while doing a 180 turn in the air.

Sauté: The classical term for a jump

Soussus: Literally under-over. To spring into a tight fifth position on relevé.

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Vocabulary for Introduction Unit

Alignment - The relationship of the skeleton to the line of gravity and base of support.

Axial movements - Movement anchored to one spot by a body part. Only the available space in any direction is used while the initial body contact is maintained. Organized around the axis of the body, this movement is not designed for travel from one location to another. (e.g., stretching, bending, turning in place, gesturing).

Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.

Body management – Basic skills focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.

Dynamic rang - The energy of movement expressed in varying intensity, accent, and quality.

Force - This element is characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions. The most recognized qualities of movement (i.e., ways in which to release energy) are sustained, percussive, suspended, swinging, and collapsing.

Fundamental movement skills – An organized series of basic movements that involve the combination of movement patterns of two or more body segments. Fundamental movement skills may be categorized as stability, locomotor, or manipulative movements.

Group dynamics – Each person in a group influences and is influenced by each other. The most important aspect of group cohesiveness and good performance seems to be commitment to the group task, which leads to a sense of collective efficacy—team members can respond to the demands of a difficult situation.

Health – Optimal well being that contributes to quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.

Individual or dual activity – Physical activities that require either one or two participants. Examples include badminton, swimming, golf, handball, and weight lifting.

Kinesiology – The study of human movement.

Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.

Locomotor movements – The basic patterns used to travel (walking, running, leaping, hopping, jumping, galloping, sliding, and skipping).

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Manipulative movements – Movements in which skills are developed while using an implement. Examples include throwing, catching, punching, kicking, trapping, rolling, dribbling, striking, and volleying.

Movement concepts – The ideas used to modify or enrich the range and effectiveness of skill employment. Involves learning “how, where, and with what” the body moves.

Movement patterns – An organized series of related movements.

Physical activity – Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, broadly including exercise, sport, dance, and other movement forms.

Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.

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Vocabulary for Fitness Unit

Aerobic activity – Long duration exercise that relies on the presence of oxygen for the production of energy; it may also control body weight, reduce the percentage of body fat, improve the circulatory function, and reduce blood pressure. Examples include aerobic dance, aqua aerobics, cycling, jogging, power walking, recreational dance, in-line skating, step aerobics, kickboxing, and super circuit.

Anaerobic activity – Short duration exercise completed without the aid of oxygen; it is used to build muscle mass and to improve one's ability to move quickly and to deliver force.

Basic resistance principles – Resistance is the weight or force that is used to oppose a motion. Resistance training increases muscle strength by pitting the muscles against a weight, such as a dumbbell or barbell. The basic principles of resistance training include: type of lift, intensity, volume, variety, progressive overload, rest, and recovery.

Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.

Body composition – The makeup of the body in fat free mass (muscle, bone, vital organs and tissues) and fat mass.

Components of physical fitness – Aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition.

Cool down exercises – Five to ten minutes of light to moderate physical activity. It maintains blood pressure, helps enhance venous return, and prevents blood from pooling in the muscles.

Core muscles – The abdominal, back, hip, and pelvic floor muscles.

Dehydration – Loss of water and important blood salts like potassium and sodium which are essential for vital organ functioning.

Ergogenic aids – Substances, devices, or practices that enhance an individual's energy use, production, or recovery.

Flexibility – The ability to move joints of the body through normal range of motion.

F.I.T.T. principles/concepts – Inter-related and inter-dependent rules for gaining and maintaining physical fitness—frequency, intensity, time, and type.

Frequency – A principle of training that establishes how often to exercise.

Health-related physical fitness – Consists of those components of physical fitness that have a relationship with good health. The components are body composition, aerobic capacity, flexibility, muscular endurance, and strength.

Healthy fitness zone – The lower and upper ranges of performance on physical fitness tests that have been identified as being related to good health.

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Healthy target heart rate zone – A safe range of activity intensity that can be used to enhance the level of aerobic capacity.

Hyper-extension – Greater than normal stretching or straightening of an extended limb.

Hyper-flexion – Greater than normal stretching or straightening of a flexed limb.

Individuality – A principle of training that establishes the program must take into account the specific needs and abilities of individuals for whom it is designed.

Intensity – A principle of training that establishes how hard to exercise.

Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.

Mode/type – A principle of training that establishes the specific activity to use.

Moderate physical activity – Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of the effort a healthy individual might expend while walking briskly, dancing, swimming, or bicycling on level terrain, for example. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Muscular endurance - The ability to contract the muscles many times without tiring or the ability to hold one contraction for an extended period.

Muscular strength - The ability of a muscle to exert force. Strength is measured as the amount of force a muscle can produce.

Overload – A principle of training that establishes a minimum threshold to obtain a benefit.

Perceived exertion index – A way of rating how hard you feel your body is working during physical activity, based on physical sensations you experience, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.

Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.

Plyometric exercise – A rapid powerful movement preceded by a preloading counter movement which creates a stretch-shortened cycle of the muscle.

Principles of training/principles of exercise – Principles to follow in planning an exercise program to affect physiological changes in the human body related to health and performance including: frequency, individuality, intensity, mode/type, overload, progression, regularity, specificity and time.

Progression: A principle of training that establishes increases in the amount and intensity of physical activity needed to provide improvements over periods of time.

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Proprioception - The ability to sense the position, location, and orientation of the body.

Recovery rates – The time necessary for an exercise-induced elevated heart rate to return to a normal resting heart rate.

Regularity – A principle of training that establishes exercise on a regular schedule. A pattern of physical activity is regular if activities are performed most days of the week, preferably daily; five or more days of the week if moderate-intensity activities are chosen; or three or more days of the week if vigorous intensity activities are chosen.

Resistance principle – The principle that the use of some implement, device, or simply bodyweight as a resistance can enhance some physical characteristic like strength or muscular endurance.

Rhythmic skills - Skills that develop an understanding of and a feeling for the elements of rhythm. Examples of physical activities that allow students to express themselves rhythmically include creative movement, folk dance, square dance, and interpretive dance.

Specificity – A principle of training that establishes a particular kind of activity for each component of physical fitness.

Stability movements - Stability reflects balance and equilibrium, which are important components in performing many motor skills. Stability movements include those that are vital for the body to maintain balance while moving. Examples include moving the arms while walking or running and lowering one's center of gravity when stopping quickly.

Space: The immediate, spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, and level of movement. Space is also the location of a performed dance.

Time – A principle of training that establishes the amount of time for each exercise period.

Technique - The style and form of specific training in dance. Different styles and genres of dance often have specific techniques

Type – A principle of training that establishes which muscles to target during an exercise period.

Vigorous physical activity – Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill, for example. Vigorous intensity physical activity may be intense enough to result in a significant increase in heart and breathing rate.

Warm-up exercises – Low intensity exercises that prepare the muscular/skeletal system and heart and lungs (cardiorespiratory system) for the hard work to follow.

Weight-bearing activities – Any activity in which one's feet and legs carry their own weight. Examples include walking, running, tennis, aerobic dancing.

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