

Unit Title: THE NEW GYM.... Stop.Breathe.Think.Go! - Lets Make Some Noise

Grade Level: 3-5 Intermediate Elementary

Subject Area: Physical Education/Health/Dance

Duration/Length/Number of class periods: 5 class periods (50 minutes)

Description:

Mission Statement: We have a beautiful big space where endless opportunities are presented and created, together as a community, where we follow essential rules, rituals, and routines. Our goal or end result is to always arrive safely and happily to a place of thinking and learning on our feet while having a lot of fun with exercise/movement!

Unit Plan/Lesson focus is to teach and share tools for Dance and Drumming through exercise, movement, and technology. Students will learn counting 8's, rhythm, listening & following dance/teacher cues, locomotor skills, direction/level changes, independent/teamwork work..... culminating into a performance or exhibition via physical (gym class/IB Nights) or virtual audience (FLIPGRID).

Share with students: Limitations are in your mind. Have an "I CAN DO ANYTHING ATTITUDE" when approaching, engaging, and learning this new activity involving Movement and Technology.

Best Practice Environment: Teacher finds great purpose and relevance to Teacher-Student Relationship Building/ Family Engagement/ Community Building/Inclusivity/Celebrating Culture..... when constructing Units/Lessons and Teaching/Learning.

Established Goals (National, State, Local):

National Standards and Outcomes Focus for Intermediate Dance

Standard 1.Demonstrates competency in a variety of motor skills and movement patterns.

- Standard 1 [E5.3-5]: Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).

Standard 2.Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Standard 2 [E2.3-5] Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

- Standard 4 [E2.3-5] Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- Standard 5 [E2.3-5] Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (5).
- Standard 5 [E3.3-5] Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5).

Resulting in: Virtual Flipgrid Share/Exhibition Night Performance/PE class grade

What [Enduring Understandings](#) are desired? Respect for self and others, adherence to rules and responsibilities both in class and online, and the joy of play (through drumming and dance) are valued and paramount for common core learning experiences in a child’s education. The use of technology keeps students on the cutting edge of learning through social media and educational applications.

What [Essential Questions](#) will be considered?

Why is it important or necessary for me to practice, play, and perform the dance and drumming activities?
 What happens when I employ the expected essential rules/agreements daily in gym class? (3.B’s, Be Respectful, Be Responsible, Be Safe).
 What does a successful gym class look like, sound like, and feel like?

Students will know / be able to: Have fun and freedom in the gym/school while learning important skills in counting 8’s, rhythm, listening & following dance/teacher cues, locomotor skills, direction/level changes, independant/teamwork work..... culminating into a performance or exhibition via physical (gym class/IB Nights) or virtual audience (FLIPGRID).

Students should know/be able to:

Demonstrate a variety of dance and drumming skills/movement patterns.
 Apply knowledge of concepts/skills related to dance and drumming.
 Exhibit responsible, respectful, and safe personal/social behaviors to self and others in the gym and on computer.

Description	<i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	For ma tive	Su m ma tive	Intro duct ory Acti vity	Lear ning Acti vity	Stud ent Tech nolo gy Use d	Teach er Tech nolog y Used	ISTE Stand ards
Day 1 - Introductory Activity. Cover Essential Rules/Agreements for Unit, as well as Guided Discovery on proper use and handling of Sticks. Access students prior knowledge building engagement through establishing immediate relevancy: a “hook” that is a short introduction to the lesson (Verbal check in or Brainstorm what lesson will look like and what our goals are). Move to present New Information (declarative and/or procedural). Use Modeling and direct instruction, Student feedback and ideas to help create, etc.... Introductory Activity - Counting in 8’s (start with no sticks-just				X				

movement/then add sticks with students stationary and then on the move) PDF Counting 8's (FYI- lesson shared is specific to dance - but I am adding the sticks to enhance the counting and movement experience)						
Day 2 - Learning Activity continued. Access students with review of previous lesson (Day 1). Consult inquiry based discussion with students (review and ask students to show what they know) Through observation and noticings, reinforce essential key concepts and skills learned or missing, by sharing what you saw constructively. Move to next lesson PDF Counting in 8's (FYI- lesson shared is specific to dance - but I am adding the sticks to enhance the counting and movement experience)			X			
Day 3 - Academic Language Quiz PDF LQ Checking for understanding. Re-Visit Skills and drills from previous. Students Create, Choreograph, and Practice a routine to be submitted through FLIPGRID the following day. Open and self guided for the remainder of period.	X					
Day 4 - Learn about FLIPGRID app. All students will bring Ipads and download the app. A tutorial and welcome FLIPGRID message trial will get students up to speed. Getting Started with Flipgrid Students will then respond to my request for submitting a FLIPGRID video short of their Dance/Drumming Routine. Students may work independently/partnered/groups 3-5.				X	X	#1 #6
Day 5 - Performance day. Students will submit video assignments via FLIPGRID, but also be expected to perform their routines in gym class. Participation is a pass grade. Students should follow guidelines and criteria previously stated about creating and sharing assignments/work. Completion/Exit assessments, evaluations, and reflections due today as well. Student Self Assessment PDF Student Self-Assessment Teacher Self Evaluation & Reflection PDF Teacher Self Evaluation & Reflection (Students will use and share this information via ipads or other)		X		X	X	

Materials, tools and resources:

Access to music devices (iphone, computer, ipad, etc) and a variety of music selections (students use voice and choice here).
 Ipads to create video shorts on FLIPGRID
 Lummi Sticks or drum sticks to move and make NOISE.
 OPEN - Online Physical Education Network lessons/activities/assessment tools and forms)
 Students should be prepared to move with proper footwear (non skid tennis shoes) and comfortable unrestricted clothing.
 Bring Positive Attitude For Success..... It's a choice!

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Additional credit given to:

***BestPrep - TIW 2020..... Teaching kids critical skills needed to be successful in the workplace through the lens of technology integration, methods, and tools. Community and technology meet.

***Culturally Responsive Teaching and the Brain, author Zaretta Hammond, copyright 2015 by Corwin
Excerpts of my takeaways from the book (Important pieces that guide my thinking, acting, and behaving as a teacher):

Teaching/Learning/Lessons should be DIVERSE BY DESIGN! - We can't push the students who have traditionally underperformed into remedial programs and "be told what to do." These students need a hybrid learning model that creates a more independent learner. Things to consider and employ: Rigor Framework, Partnerships (BestPrep TIW), Community, Learning how to learn. We must approach teaching and learning CRITICALLY AND CREATIVELY attending to issues of: Problem Solving, Behavior (SEL), Educators Ability, How to Struggle, How to go deep and ask questions, coping skills, self reflection, feedback, etc.....

***IB (International Baccalaureate) essentials infused lesson:

My Unit/Lesson Plan incorporates Concepts-Based Inquiry. This powerful tool asks the practitioner to present and include ideas that are interdisciplinary, open ended, and exploratory. Through IB principles, we connect learning and support the transfer of knowledge by: encouraging prior learning, reflection, relevance to student experiences, and possibilities for further inquiry. Strong emphasis on Agency (Voice and Choice) allows students freedom to create, while taking ownership of their learning to shine and advance more confidently and successfully with the performance and exhibition piece via the physical or virtual audience. .