

Sample [Physical Education] Learning Plan

Big Idea/ Topic

How can I follow a movement pattern?
How can I create a rhythm sequence?

Standard Alignment

PE7.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

b. Creates rhythm sequences that combine complex movement concepts and skills.

PE7.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

b. Remains on task without close supervision.

PE7.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

a. Participates in health enhancing activities for personal challenge.

Connection Standards

ELAGSE8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

ELAGSE8SL1: Engage effectively in a range of collaborative discussions.

HE8.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

b. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Instructional Design

***This lesson has a flexible timeline and will cross over several days.**

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See the bottom of the lesson for a list of unplugged supplies.

Part 1: Students will begin with a cardio workout to warm up. You can lead your own workout or use one of the videos linked below.

- <https://www.youtube.com/watch?v=kAXg3cMOUCw> – **Cardio HIIT Workout**
- <https://www.youtube.com/watch?v=HGk-oqzzz6g> – **Teen Home Workout**

***Unplugged variation** – Print out “Can’t Stop Me Now!” sheet below.

Part 2: In a live or recorded session, have the students participate in a dance workout. You can create your own presentation for students or use one of the videos below.

- <https://www.youtube.com/watch?v=yQ4fTI4wbko> – **Just Dance Workout**
- <https://www.youtube.com/watch?v=CxgD9P-kMjE> – **Disney Mix Dance Fitness**

***Unplugged Variation** - Print out dance workout sheet below.

Part 3: In a live or recorded session, have the students participate in line dances. You can create your own videos or presentations for students or use one of the videos below.

- <https://www.youtube.com/watch?v=QfzRP6V5rE4> – **Kids Bop Shuffle Dance Along**
- https://www.youtube.com/watch?v=5_srg-18Fz0 – **Cupid Shuffle Hip Hop Kids**

***Unplugged Variation** – Print out the Macarena sheet below.

Part 4: Have students review different dance moves. You can create your own presentation or review live with the students – you could also reflect with students on different dance moves from previous parts of the lesson. You could also watch the video below about the line dance and review the moves from the line dance with students. In a class discussion or through writing, have students discuss what dance moves they find most fun or would work best in a routine together.

- <https://www.youtube.com/watch?v=l1gMUbEAUFw> – **Cha Cha Slide**

***Unplugged Variation** – Have students reflect on the dance workouts they have completed in parts two and three, and in a class discussion or through writing, have students discuss what dance moves they found most fun or would work best in a routine together.

Part 5: Sample Assessments

- Dance Self-Assessment – see below.
- Create Your Own Dance– see below.

Unplugged Supplies:

- “Can’t Stop Me Now!” sheet print out – see below.
- Dance Workout sheet print out – see below.
- Macarena sheet print out – see below.

Evidence of Student Success

Sample Assessments

- Dance Self-Assessment – see below.
- Create Your Own Dance – see below.

Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students can complete the activities on their own, it would be best to let them do this independently.*

- Allow students to improvise and create their own dance moves at any time.
- Slow down the dances for students or allow them to dance to a slower count.

Opportunities for Extension:

- Cultural Spotlight – have students watch the video (<https://www.youtube.com/watch?v=BLjwluzYtM4>) and reflect on how dance contributes to Hawaiian culture.
- Have students make their own videos with dance workouts.
- Have students work on more advanced or faster dance routines.

Engaging Families

Have students work on more advanced dance workouts - <https://www.youtube.com/watch?v=Wdlla2fnW3c>

Students can create their own obstacle course to dribble around and through.

Students can lead family members in dance workouts.

Students can create their own highlight reel of their favorite dance moves or sequences.

***All activities and resources should be previewed before student use. Adjustments should be implemented to provide for individual abilities, needs, and safety.*

“Can’t Stop Me Now!”

CAN'T STOP ME NOW!

DAREBEE WORKOUT

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Level I 3 sets

Level II 5 sets

Level III 7 sets

2 minutes rest



10 jumping jacks



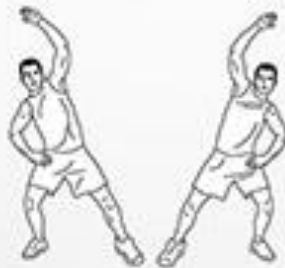
4 shoulder taps



10 seal jacks



4 shoulder taps



10 side jacks



4 shoulder taps

Dance Workout

**DANCE
WORKOUT!**

Combine some of the dance moves in the pictures to create your own fun dance workout!

**DON'T SEE ANYTHING YOU LIKE?
MAKE YOUR OWN MOVES UP!**

HOW TO DANCE THE MACARENA



Dance Self-Assessment



TOOLS FOR LEARNING
DANCE SKILLS



HOLISTIC DUAL PERFORMANCE RUBRIC

MIDDLE (6-8)

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs steps and sequences on beat with the music. Consistently demonstrates command of rhythm and timing of dance patterns and movements. Demonstrates skill related fitness components (agility, balance, etc.) during dance activities.	Conducts herself/himself safely and with consideration for others. Respects and follows etiquette for dance.
Competent 3	Performs movements with occasional timing and rhythm errors. Displays locomotor combinations and changes in directions and levels with acceptable control and balance independently.	Conducts herself/himself safely without disrupting the learning environment. Respects and follows etiquette for dance.
Lacks Competence 2	Performs skills and movements with frequent errors. The student still needs teacher cues and guided practice.	Does not respect and follows dance etiquette.
Well Below Competence 1	Displays unsatisfactory effort.	Often breaks safety rules and disrupts the learning environment.



Create Your Own Dance

CREATE YOUR OWN DANCE

It's time to make your own dance routine!

First, choose whether you will be creating a dance workout routine or a line dance routine.

I will be making a _____ routine.

Next, choose a song for your new dance! Make sure your song is school appropriate.

The song I chose is _____.

Next, choose at least five different exercises or dance moves for your routine.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.