



Recommended 4<sup>th</sup> and 5<sup>th</sup> Grade Curriculum Framework

<b>Content: Physical Education – Grades 4 and 5</b>						
<b>Topic: Dance (Weeks 15-19)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>PL-E-2.1.3</b> There are fundamental movement concepts:</p> <ul style="list-style-type: none"> <li>• Body awareness (what the body is doing).</li> <li>• Space awareness (where the body moves).</li> <li>• Time (how quickly the body moves).</li> <li>• Effort (how the body moves).</li> <li>• Relationship (relationships that occur while the body moves).</li> </ul>	<p><b>Psychomotor Skills</b> <b>AE 2.34</b> Students perform physical movement skills effectively in a variety of settings.</p> <p><b>DEMONSTRATORS</b></p> <ul style="list-style-type: none"> <li>• Demonstrate fundamental motor skills (e.g., locomotor, nonlocomotor, object manipulation) and movement concepts (e.g., body, effort, space awareness).</li> <li>• Utilize fundamental motor skills and movement concepts to create movement sequences.</li> <li>• Analyze fundamental motor skill aspects of performance.</li> </ul> <p><b>POS</b> Students will develop multi-combination of movements required for successful involvement in sports and physical activities.</p>					

**Content: Physical Education – Grades 4 and 5**

**Topic: Dance (Weeks 15-19)**

<p><b>Content</b> (What do your students need to KNOW?)</p>	<p><b>Demonstrators</b> (What do your students need to be able to DO?)</p>	<p><b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p><b>Activities</b> (HOW will you teach it?)</p>	<p><b>Resources</b> (What MATERIALS will you need?)</p>	<p><b>Differentiation</b> (How will you reach the DIVERSITY of learners?)</p>	<p><b>Literacy Connection</b> (How will you use READING and WRITING with this material?)</p>
<p><b>AH-E-2.1.3.1</b> Discuss how expressive dances are composed of a variety of locomotor and nonlocomotor movements that incorporate the elements of dance/ space (shape, level, direction, pathways) time (beat, tempo), and force (use of energy while moving).</p> <p><b>AH-E-2.1.31</b> Discuss how the elements of dance and the expressive qualities of movement (ideas, emotions) contribute to the idea of the dance.</p> <p><b>AH-E-2.1.31</b> Describe how locomotor (walk, run, skip, hop, jump, slide, leap, gallop) and nonlocomotor (bend, stretch, twist, swing) movements are used to create simple dances with a beginning, middle and end.</p>	<p><b>POS-PE-5-6</b> Demonstrate movement concepts as they are used in various games and activities (e.g., space awareness, effort, relationship that occurs between objects and individuals.</p> <p><b>AE 1.15</b> Students make sense of ideas and communicate ideas with movement.</p> <ul style="list-style-type: none"> <li>Express ideas/emotions through movement (e.g., body awareness, space awareness, time, force, technique, relationship).</li> </ul> <p><b>POS-AH-5-Da-1</b> Students will demonstrate the ability to perform a dance alone, with a partner, and in a small group using the three elements of dance (space, time, force).</p> <p><b>AE 2.22</b> Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations.</p>					

**Content: Physical Education – Grades 4 and 5**

**Topic: Dance (Weeks 15-19)**

<p><b>Content</b> (What do your students need to KNOW?)</p>	<p><b>Demonstrators</b> (What do your students need to be able to DO?)</p>	<p><b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p><b>Activities</b> (HOW will you teach it?)</p>	<p><b>Resources</b> (What MATERIALS will you need?)</p>	<p><b>Differentiation</b> (How will you reach the DIVERSITY of learners?)</p>	<p><b>Literacy Connection</b> (How will you use READING and WRITING with this material?)</p>
<p><b>AH-E-2.1.31</b> Explain how dance movements are similar and different from everyday movements (e.g., brushing hair, tying shoes, walking).</p> <p><b>AH-E-2.1.32</b> Use appropriate terminology to describe how two examples of dance are similar and/or different.</p> <p><b>AH-E-2.1.33</b> Explain, using appropriate terminology, how dance communicates ideas, thoughts and feelings.</p> <p><b>AH-E-2.2.31</b> Explain how dance has been a part of cultures and time periods throughout history.</p> <p><b>AH-E-2.2.32</b> Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet).</p> <p><b>AH-E-2.2.33</b> Describe using appropriate terminology, differences and commonalities in dance of different cultures (African, Native American, Colonial American), purposes, and styles.</p>	<p><b>POS-AH-5-Da-2</b> Students will demonstrate the ability to recognize the relationships between the elements of dance, and the expressive qualities of movement (e.g., ideas, emotions).</p> <p><b>AE 2.24</b> Students appreciate creativity and the values of the arts and the humanities.</p> <p><b>AH-5-Da-3</b> Students will use appropriate terminology to describe how two examples of dance are similar and different and how dance differs from other physical movement.</p> <p><b>AE 2.25</b> Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities.</p> <ul style="list-style-type: none"> <li>• Demonstrate through products or performances, forms of dance.</li> <li>• Recognize the role of the artist in dance.</li> </ul> <p><b>AE-2.26</b> Students recognize differences and commonalities in the human experience</p>					

**Content: Physical Education – Grades 4 and 5**

**Topic: Dance (Weeks 15-19)**

<p><b>Content</b> (What do your students need to KNOW?)</p>	<p><b>Demonstrators</b> (What do your students need to be able to DO?)</p>	<p><b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p><b>Activities</b> (HOW will you teach it?)</p>	<p><b>Resources</b> (What MATERIALS will you need?)</p>	<p><b>Differentiation</b> (How will you reach the DIVERSITY of learners?)</p>	<p><b>Literacy Connection</b> (How will you use READING and WRITING with this material?)</p>
	<p>through their productions, performances or interpretations.</p> <ul style="list-style-type: none"> <li>Express openness to differences and commonalities among diverse cultures.</li> <li>Investigate and communicate the differences and commonalities in the artistic expressions of dance from diverse cultures.</li> </ul> <p><b>AH-5-Da-7</b> Students will participate in dance activities by performing traditional folk dances, square dances, and ethnic dances (e.g., Native American, African American).</p> <p><b>AH-5-Da-8</b> Students will describe dances of different cultures, purposes, and styles.</p> <p><b>AH-5-Da-9</b> Students will analyze personal creations and those of others using appropriate vocabulary.</p> <p><b>AH-5-DA-11</b> Students will demonstrate knowledge of the origin and history of a variety of dances.</p>					

**Content: Physical Education – Grades 4 and 5**

**Topic: Dance (Weeks 15-19)**

<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
	<p><b>BENCHMARKS</b> Students explain and analyze movement using appropriate movement terminology and vocabulary.</p> <p>Students teach complex dance and movement patterns to classmates.</p>					