Colorado's District Sample Curriculum Project

Unit Title: Body Systems Dance

INSTRUCTIONAL UNIT AUTHORS

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BASED ON CURRICULUM OVERVIEW SAMPLES AUTHORED BY

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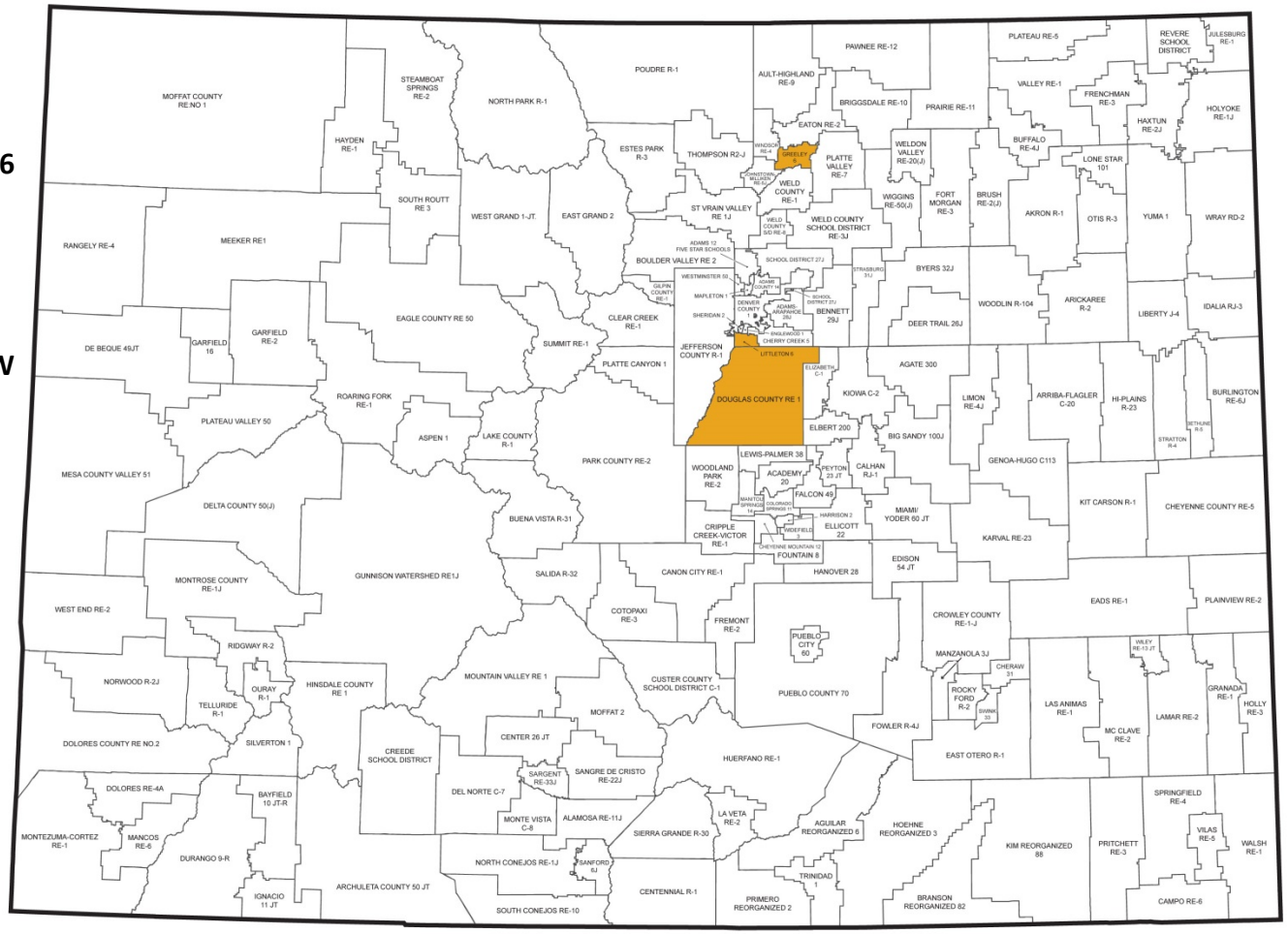

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their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

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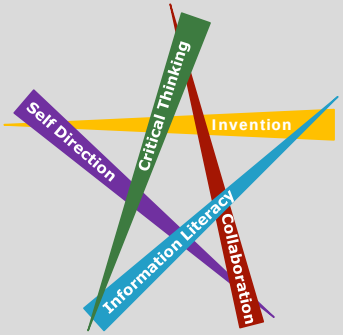
Colorado Teacher-Authored Sample Instructional Unit

Content Area	Integrated Dance, PE, Science	**Grade Level**	5th Grade
Course Name/Course Code	Body Systems Dance		

Standard	Grade Level Expectations (GLE)	GLE Code
1. Movement, Technique, and Performance 2. Create, Compose, and Choreograph	1. Perform basic dance movements 2. Perform a movement phrase, or dance with a variety of intent	DA09-GR.5-S.1-GLE.1 DA09-GR.5-S.1-GLE.2
	1. Create group studies 2. Create a dance incorporating compositional elements	DA09-GR.5-S.2-GLE.1 DA09-GR.5-S.2-GLE.2
1. Movement Competence and Understanding	1. Demonstrate mature form for all basic locomotor, nonlocomotor, manipulative, and rhythmic skills	PE09-GR.5-S.1-GLE.1
	2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills	PE09-GR.5-S.1-GLE.2
2. Life Science	1. All organisms have structures and systems with separate functions 2. Human body systems have basic structures, functions, and needs	SC09-GR.5-S.2-GLE.1 SC09-GR.5-S.2-GLE.2

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

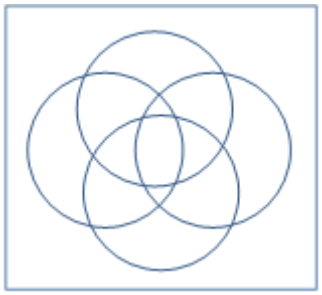
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Integrated Curriculum Design: This interdisciplinary approach matches basic concepts in mathematics and visual arts – shape, line, compose, and compare - forming overlaps in instruction of certain topics in an authentic integrated model.



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Body Systems Dance	Instructor choice	Instructor choice

Unit Title	Body Systems Dance		**Length of Unit**	Instructor choice based on schedule
Focusing Lens(es)	Structure and Function	**Standards and Grade Level Expectations Addressed in this Unit**	**DANCE** DA09-GR.5-S.1-GLE.1, DA09-GR.5-S.1-GLE.2 DA09-GR.5-S.2-GLE.1, DA09-GR.5-S.2-GLE.2	**PE** PE09-GR.5-S.1-GLE.1 PE09-GR.5-S.1-GLE.2 PE09-GR.5-S.2-GLE.2 **SCIENCE** SC09-GR.5-S.2-GLE.1 SC09-GR.5-S.2-GLE.2
Inquiry Questions (Engaging-Debatable):	• How can dance illustrate body systems? • Why does one need to know a variety of dances? • Does structure follow function or does function follow structure in living organisms? • How can the human body be explained as systems within systems?			
Unit Strands	Performance Technique Create Movement Movement Competencies in Physical Education Life Science			
Concepts	Traditional Patterns, Rhythmic Movement, Space/Time/Energy, Expressions, Style, Systems, Structure, Function, Interactions, Models, Scale, Cells, Human Body, Organism, Relationship			

Generalizations **My students will Understand that…**	**Guiding Questions** **Factual**	**Conceptual**
The structures within the human body (organs, organ systems) interact with one another to perform a wide variety of functions that support the whole organism.	What are the major body systems within the human body and the organs that make up each body system?	How do multiple different systems within the human body interact to perform an important function ?
Development and exploration of space, time, and energy (movement elements) inspires originality in composition.	How do the movement elements make up the vocabulary of a dance?	How does dance communicate without words?
The transfer of flow, speed and sequence during movement enhances skill demonstration and utilization.	What is sequencing?	How does speed affect performance?

Patterns, sequencing, and direction changes create dance routines.	What are some different types of dance?	How does dance improve movement skills? What can dance teach one about other sports?
Identification of the skill related components of fitness enhances the application of skillful movement.	What are the skill related components of fitness?	How does the skill related fitness enhance movement?

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• An understanding of a sense of style in order to create and perform dance. (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1) • To dance to the beat of the mind and body (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1) • Moderate to vigorous activities (PE09-GR.5-S.2-GLE.1-EO.I) and (PE09-GR.5-S.3-GLE.3-EO.c) • Flexibility exercises (PE09-GR.5-S.2-GLE.1EO.g) • Skill related fitness (PE09-GR.5-S.2-GLE.2-EO.a) • The composition of the human body (atoms, molecules, cells, tissues, organs, and organ systems and their specific functions and interactions) (SC09-GR.5-S.2-GLE.1, SC09-GR.5-S.2-GLE.2) • The inter-related nature of structure and function in living things (SC09-GR.5-S.2-GLE.1, SC09-GR.5-S.2-GLE.2) • How each body system contributes to supporting the life of the organism (SC09-GR.5-S.2-GLE.1, SC09-GR.5-S.2-GLE.2) • The different body systems (SC09-GR.5-S.2-GLE.1, SC09-GR.5-S.2-GLE.2)	• Demonstrate a dance, and then identify its basic dance movements (DA09-GR.5-S.1-GLE.1-EO.a) • Perform a movement phrase, or a dance with a variety of intent (DA09-GR.5-S.2-GLE.2-EO.a) • Engage with confidence in moderate to vigorous activities. (PE09-GR.5-S.2-GLE.1-EO.I) and (PE09-GR.5-S.3-GLE.3-EO.c) • Perform flexibility exercises (PE09-GR.5-S.2-GLE.1EO.g) • Perform activities for skill related fitness. (PE09-GR.5-S.2-GLE.2-EO.a) • Develop and design an investigation about human body systems (SC09-GR.5-S.2-GLE.1, SC09-GR.5-S.2-GLE.2)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	Your class will be staffing and operating the school wide field day. The stations will be based on the knowledge you have gained during your unit on Human Body Systems. The human body systems you will be using, but are not limited to, are: Circulatory, Digestive, Muscular, Nervous, Repertory,

	and Skeletal. As a group you will create stations based on the human body systems that reflect the functions of that system and how it connects and supports the human body as a whole. You will be in charge of designing and implementing an activity that represents and symbolizes the integral workings of a chosen system.
Academic Vocabulary:	Choreograph, Process, Product, Practice, Perform, Appreciate, Critique, Analyze, Interpret, Feel and Reason, Refine, create, patterns, sequence, smooth transitions, systems, structure, function, interactions, models, scale, compare, contrast
Technical Vocabulary:	Three Dimensional Space, Time, Energy, Effort, Weight, Flow, Balance, Stillness, Transfer Of Weight, Spring Step, Bunny Jumps, Can Can, Syncopated, Accented, Principles Of Choreography, Movement Motif, Movement Phrase, Movement Sequence, Binary Form (AB), Ternary Form (ABA) Rondo Form (ABACAD), Theme And Variation: Development Of Original Statement, Narrative, Canon Or Fugue (Themes Are Repeated) Elements Of Construction/Principles Of Design: Repetition, Highlight, Proportion, Retrograde, Balance, Transition, Logical Development, Unity: Selection, Refinement, Technical Precision, Practice, Presentation, Athleticism, Artistry, Dance, agility, power, coordination, balance, reaction time, speed, cells, human body, organism, organelle, organ system, organ, tissue, atom, molecule

This instructional unit integrates the following separate curriculum overviews:

- Dance, 5th Grade, **Jump Into Creating** (see the curriculum overview here in both Word and PDF format here); and

Throughout this unit we denote levels of content area integration by listing an **Integration Continuum Color***, as follows:

GREEN	Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.
BLUE	Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.
PINK	Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.
YELLOW	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

- ***Adapted from Varieties of Arts Integration developed by Center for Applied Research and Educational Improvement and Perpich Center for Arts Education ©2002 Regents of the University of Minnesota***

Unit Description:	**This unit is integrated with Dance, Physical Education and Science. It allows the educator and students to learn about and explore human body systems (e.g., Circulatory, Digestive, Muscular, etc.) through movement elements. Students will work in small groups to create movement that will symbolize the movements of selected body systems. The unit will culminate in a school wide field day where stations of student groups will explain and perform the workings of a human body system to participants.**
Considerations:	**This unit is intended to be used as a multidisciplinary project with Science, Physical Education and Dance/Movement. Because there is a creative process element to this unit, more structure for less advanced dance students will reduce anxiety in the creative process of making dances.**

Unit Generalizations	
Key Generalization:	**The structures within the human body (organs, organ systems) interact with one another to perform a wide variety of functions that support the whole organism.**
Supporting Generalizations:	Development and exploration of space, time, and energy (movement elements) inspires originality in composition. Patterns, sequencing, and direction changes create dance routines.

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims:	**The structures within the human body (organs, organ systems) interact with one another to perform a wide variety of functions that support the whole organism**
Stimulus Material:	Your class will be staffing and operating the school wide field day. The stations will be based on the knowledge you have gained during your unit on Human Body Systems. The human body systems you will be using, but are not limited to, are: Circulatory, Digestive, Muscular, Nervous, Repertory, and Skeletal. As a group you will create stations based on the human body systems that reflect the functions of that system and how it connects and supports the human body as a whole. You will be in charge of designing and implementing an activity that represents and symbolizes the integral workings of a chosen system.
Product/Evidence:	Students will work in small groups to explore space, time, and energy as it relates to the body in motion. Working together, they will have to decide what equipment they will be using, what space is needed, time need to complete activity and two questions that relate to their specific body system. Students will be explaining the workings of their specific body system and teach the activity to participating grades.
Differentiation:	Students may demonstrate understanding by taking on different roles in their stations, such as: • Mad Scientist (asking questions) • Instructor • Demonstrator • Coordinator • Choreographer

	• Performer

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	**Fiction**
Human Body, Grades 5-8: 100+ Reproducible Activities-Daryl Vriesenga *Bones: Our Skeletal System* -Seymour Simon *Using Movement to Teach Academics: The Mind and Body as One Entity*- Sandra Minton *Choreography*- Sandra Minton *Building Dances: A Guide to Putting Movement Together*- Susan McGreevy-Nichols	*Hailstones and Halibut Bones*- Mary O'Neill *Inside your Outside*- Tish Rabe (Cat in the Hat Learning Library) (660L Lexile level) *The Magic School Bus: Inside the Human Body*- Joanna Cole (AD520L Lexile level) *Bend and Stretch: Learning About Your Bones and Muscles*-Pamela Hill *Thump Thump: Learning About Your Heart*-Pamela Hill *Gurgles and Growls: Learning About Your Stomach*-Pamela Hill *Yoga Anatomy*- Lesile Kaminoff

Ongoing Discipline-Specific Learning Experiences				
1.	**Description:**	**Performance Preparation Process** *Within a performance focused unit, the basic process of introduce, rehearse and perform are ongoing throughout the unit. The various learning experiences underscore this process.* **Introduce:** Refers to the pre-experiences needed before introducing dance repertoire. As learning progresses, students will be introduced to various additional dance steps/techniques. **Rehearse:** Refers to the steps that occur after introducing repertoire. Review, practice, revisiting areas that need additional focus will be a recurring process. **Perform:** Refers to the execution and/or application of work within in the introduction and rehearsal process. This can include the final capstone performance task or other performances demonstrating skill attainment.	**Teacher Resources:**	Guidebook on Performance Preparation http://www.decodanz.co.uk/resources/Freebies/Prep-for-Performance---Sho-Botham---decodanz.pdf Comprehensive overview for dancers on the performance preparation process. http://drjimtaylor.com/2.0/dance/ General overview for teachers on the rehearsal process for young dancers. http://penonpointe.wordpress.com/2011/09/22/its-rehearsal-time-preparing-your-young-dancer/
			Student Resources:	**N/A**
	Skills:	**Introduce**: Identify body system elements that act as a catalyst for movement choices **Rehearse:** Review, analyze, edit, adjust elements of the dance piece as needed **Perform**: Apply, execute, demonstrate skill attainment	**Assessment:**	Students will participate in the performance preparation process throughout this unit. Teachers will use observations to assess in the following ways: **Introduce**: Pre-asses understanding of choreography through brainstorming and discussions of basic choreographic forms and structure

				Rehearse: Rehearsal is formatted to meet student's range of abilities. Formative assessment and adjustment of dance steps, timing, gestures, etc. are found throughout the rehearsal process. **Performance**: Formative assessment such as observation and correction for discreet skill attainment. Summative assessment such as rubrics, adjudication sheets, reflective inventories can be used in formal/final performance.
2.	**Description:**	Think like a choreographer/dancer, an instructor, a scientist- research topics to illustrate ideas through dance, physical education, science	**Teacher Resources:**	http://www.medtropolis.com/VBody.asp (Virtual tour of some body systems) http://kidshealth.org/kid/htbw/index.html (How the Body Works - information, movies, quizzes and more_ http://www.kineticcity.com/controlcar/activity.php?virus=nastro&act=4 (Interactive Body System Game)
			Student Resources:	http://www.medtropolis.com/VBody.asp (Virtual tour of some body systems) http://kidshealth.org/kid/htbw/index.html (How the Body Works - information, movies, quizzes and more_ http://www.kineticcity.com/controlcar/activity.php?virus=nastro&act=4 (Interactive Body System Game)
	Skills:		**Assessment:**	Students will demonstrate and explain simple dance sequences. Across the unit students will participate in basic research and writing activities to apply their knowledge of body systems for accuracy in sharing the details of the interaction of the body system through dance • Journal • Reflective writing and/or discussion • Performance

Prior Knowledge and Experiences: Second semester unit so students have prior knowledge of classroom expectations. It would be helpful but not mandatory for students

to know the basic locomotor position of walk, run, jump, gallop and leap. Students will be asked to create a lesson that will be shared with their peers. It is recommended to teach basic skills to form a lesson plan.
It would be helpful but not mandatory for students to know the basic loco motor positions of walk, run, jump, gallop, and leap. Students should have experience in ways to translate an idea to movements of a dance. Students will be asked to create a dance sequence that has a beginning, middle and end. It is recommended to teach basic dance form/structure prior to beginning this unit.

Learning Experience #1 - YELLOW		
The teacher may brainstorm different human body systems (e.g., skeletal, muscular, cardiovascular, respiratory etc.) so students can begin to understand how all body systems work together.		
Generalization Connection(s):	**The structures within the human body (organs, organ systems) interact with one another to perform a wide variety of functions that support the whole organism.**	
Teacher Resources:	The Human Body System Series http://school.discoveryeducation.com/teachersguides/pdf/lifescience/ul/hbs_reproductive_system_tg.pdf http://video.nationalgeographic.com/video/101-videos/human-body-sci (Human Body 101)	
Student Resources:	*The Muscular System* by Kay Manolis *The Circulatory System* by Kay Manolis *The Repertory System* by Judith Jango-Cohen *The Nervous System* by Joelle Riley	
Assessment:	Students will write a short constructive response on the book assigned. Students will have a summary of the specific body system they were assigned. http://www.scholastic.com/teachers/sites/default/files/posts/u133/images/reading_response_summarizing.pdf (summarizing reading response)	
Differentiation: **(Multiple means for students to access content and multiple modes for student to express understanding.)**	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	Students may use the library to find resources on the elements of the human body.	**N/A**
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	N/A	**N/A**
Critical Content:	**An in-depth look into specific body systems and how they depend on each other perform properly.** **The composition of the human body (organs, and organ systems and their specific functions and interactions)**	
Key Skills:	**Use basic science vocabulary to analyze human body systems**	

	Develop and design a scientific investigation about human body systems
Critical Language:	**Cardiovascular, Nervous, Repertory, Skeletal, Muscular Strength, Digestive, Endurance, Flexibility, Body Composition**

Learning Experience #2 - GREEN		
The teacher may allow students to explore the various attributes of the skeletal and muscular systems so students can identify how their interconnectedness supports movement.		
Generalization Connection(s):	• **The structures within the human body (organs, organ systems) interact with one another to perform a wide variety of functions that support the whole organism.** • **Patterns, sequencing, and direction changes create dance routines**	
Teacher Resources:	The Human Body System Series http://school.discoveryeducation.com/teachersguides/pdf/lifescience/ul/hbs_reproductive_system_tg.pdf http://video.nationalgeographic.com/video/101-videos/human-body-sci (Human Body 101) https://www.youtube.com/watch?v=6b-2wEkhOnk Youtube PE Whip Nae/Nae	
Student Resources:	http://kidshealth.org/en/kids/ssmovie.html?WT.ac=en-k-htbw-main-page-i (KidHealth from Nemours)	
Assessment:	Students will write a summary in their reflective journals and/or an exit slip for an end of class activity that identifies bones of the body and their functions. And/Or Students will clap or stomp simple bodily rhythms, such as the beating of a heart to determine student readiness for translating scientific observation into movement.	
Differentiation: **(Multiple means for students to access content and multiple modes for student to express understanding.)**	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	N/A	Use technology options – video, iPads, etc. to emulate rhythmic sounds for body systems Model of human body systems to touch and manipulate http://www.exploringnature.org/db/detail.php?dbID=24&detID=687 (Hands on Skeleton)
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	Use technology options – Garage Band, video, iPads, piano/drum apps, etc	Students may apply body system rhythms to online format such as Garage Band to build a sound sequence of rhythms that exemplify the body system

Critical Content:	• **The composition of the human body (organ and organ systems and their specific functions and interactions)** • **An in-depth look into the Skeletal and Muscular systems and how they support body systems.** • **Use basic dance and science vocabulary to analyze dance works** • **Identify how movement combines to reflect and demonstrate scientific intent**
Key Skills:	**Identify bones and bone structure within the body system.** **Use basic science vocabulary to analyze human body systems** **Develop and design a scientific investigation about human body systems**
Critical Language:	**Skull, rib cage, vertebra, femur, humorous, etc.**

Learning Experience #3 - GREEN		
The teacher may offer various movement activities that illustrate how the skeletal and muscular systems support movement. (e.g. running , walking, galloping etc.)		
Generalization Connection(s):	• **The structures within the human body (organs, organ systems) interact with one another to perform a wide variety of functions that support the whole organism.** • **Patterns, sequencing, and direction changes create dance routines.**	
Teacher Resources:	http://kidshealth.org/en/kids/ssmovie.html?WT.ac=en-k-htbw-main-page-i (KidHealth from Nemours) http://medtropolis.com/your-health/ (Skeletal and Digestive System sources)	
Student Resources:	http://kidshealth.org/en/kids/ssmovie.html?WT.ac=en-k-htbw-main-page-i (KidHealth from Nemours)	
Assessment:	Observation of locomotor skills http://www.pecentral.org/assessment/pdf/basiclocomotormovementassess.pdf (pe central)	
Differentiation: **(Multiple means for students to access content and multiple modes for student to express understanding.)**	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	Model locomotor skills	**Students may perform locomotor skills**
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**

	Students will write a summary in their reflective journals and/or an exit slip for an end of class activity that gives details about ways to translate dance/or movements of time/energy/space connect to body systems element http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	Students may use visual models of body systems and/or movement stages to understand the correlation to health and fitness Student may demonstrate simple body movements to show how they are related to human body systems
Critical Content:	• **Moderate to vigorous activities** • **The composition of the human body (organ and organ systems and their specific functions and interactions)** • **Development and exploration of space, time, and energy (movement elements) inspires originality in composition.**	
Key Skills:	• **Perform a movement pharse, or dance with a variety of intent** • **Engage with confidence in moderate to vigorous activities** • **Use basic science vocabulary to analyze human body systems** • **Develop and design a scientific investigation about human body systems**	
Critical Language:	**Time, energy, effort, speed, Human body, transfer of weight**	

Learning Experience #4 - GREEN	
The teacher may introduce the primary attributes of the Respiratory and Circulatory systems. So students can identify their roles in the Cardiovascular system	
Generalization Connection(s):	• **The structures within the human body (organs, organ systems) interact with one another to perform a wide variety of functions that support the whole organism.**
Teacher Resources:	Respiratory System: http://study.com/academy/topic/respiratory-system.html http://hes.ucfsd.org/gclaypo/repiratorysys.html (Respiratory System Resources)
Student Resources:	
Assessment:	Students may demonstrate the correct way to breathe that shows a healthy respiratory system

	And/Or: Students will write a summary in their reflective journals and/or an exit slip for an end of class activity that gives details about ways to translate dance movements of time/energy/space connect to body systems element http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries) http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf (Scaffolded exit tickets) http://exitticket.org/ (Online exit ticket form)	
Differentiation: **(Multiple means for students to access content and multiple modes for student to express understanding.)**	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	http://quizlet.com/subject/anatomy/ (Anatomy Flashcards)	Students may use visual models of body systems and/or movement stages to understand the correlation to health and fitness Student may demonstrate simple body movements to show how they are related to human body systems
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	N/A	Students may be assigned the role of choreographer to teach peer groups various dance sequences related to body system elements
Critical Content:	• **Moderate to vigorous activities** • **The composition of the human body (organ and organ systems and their specific functions and interactions)**	
Key Skills:	• **Develop and design a scientific investigation about human body systems** • **Use dance and science terminology in describing the dance move as appropriate**	
Critical Language:	**Human body, breathing, oxygen, carbon dioxide, organ system, heart, lungs, cells, speed, critique, analyze, fitness, health, choreograph, process, product, practice, perform, appreciate, critique, interpret**	

Learning Experience #5- BLUE	
The teacher may introduce various movement activities (e.g., yoga, sprinting) so students can experience how the cardiovascular system works together to support the human body during exercise.	
Generalization Connection(s):	• **The structures within the human body (organs, organ systems) interact with one another to perform a wide variety of functions that support the whole organism.** • **Patterns, sequencing, and direction changes create dance routines.** • **Development and exploration of space, time and energy**

Teacher Resources:	https://www.youtube.com/watch?v=ClTc2AxYnP http://kidshealth.org/en/kids/center/htbw-main-page.html Y (youtube yoga for kids)	
Student Resources:		
Assessment:	Students will translate possible movement (time/energy/space) elements to a body system element (blood through veins, air through lungs, food through digestion) for feedback from peers and instructor. Instructor will determine if these movements should be included in the final dance piece.	
Differentiation: **(Multiple means for students to access content and multiple modes for student to express understanding.)**	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	Garage Band https://itunes.apple.com/us/app/music-box-piano-guitar-drum/id538306496?mt=8 (Piano/Drum apps: Music Box – Piano, Guitar, Drum PRO)	Students may sequence two or more musical/sound effect excerpts to emulate a body system element
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	N/A	Students may find their own music to create a body system sequence example
Critical Content:	• **Moderate to vigorous activities** • **The composition of the human body(organ and organ systems and their specific functions and interactions)** • **To dance to the beat of the mind and body** • **Dances that mirror body systems**	
Key Skills:	• **Engage with confidence in moderate to vigorous activities** • **Perform a movement phrase, or dance with a variety of intent** • **Use dance and science terminology in describing the dance move as appropriate**	
Critical Language:	**Yoga, inhale, exhale, breathing, traditional patterns, rhythmic movement, space/time/energy, expressions, style**	

Learning Experience #6 - GREEN
The teacher may explore the structure and function of various organs within the digestive system so students can explain the role of the digestive system and how it is connected to other systems within the human body.

Generalization Connection(s):	• **The structures within the human body (organs, organ systems) interact with one another to perform a wide variety of functions that support the whole organism.**	
Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5786#.VxvbDvkrLIU (pe central) http://kidshealth.org/en/kids/center/htbw-main-page.html (Kidshealth from Nemours) http://study.com/academy/lesson/complete-vs-incomplete-digestive-systems.html (Digestive System) Digestive System - https://www.brainpop.com/games/buildabodydigestivesystem/ (Build a Digestive System)	
Student Resources:		
Assessment:	Students will work in collaborative groups to build a body system	
Differentiation: **(Multiple means for students to access content and multiple modes for student to express understanding.)**	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	Students can identify parts of the digestive system using flash cards	
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
Critical Content:	• **The composition of the human body (organ and organ systems and their specific functions and interactions)**	
Key Skills:	• **Develop and design a scientific investigation about human body systems**	
Critical Language:	**Metabolism, stomach, teeth, saliva, esophagus, intestines**	

Learning Experience #7 - GREEN	
Teacher may introduce a caloric activity so students can gain an understanding on how energy output and calorie intake as it relates to the digestive system.	
Generalization Connection(s):	• **The structures within the human body (organs, organ systems) interact with one another to perform a wide variety of functions that support the whole organism.** • **Development and exploration of space, time and energy**
Teacher Resources:	https://www.brainpop.com/games/buildabodydigestivesystem/ (Digestive System) http://kidshealth.org/en/kids/calorie.html# (Kids Health)

	http://www.learnnc.org/lp/media/uploads/2010/03/calories.pdf (Calories) http://studyjams.scholastic.com/studyjams/jams/science/human-body/digestive-system.htm (Human Body Activities)	
Student Resources:		
Assessment:	Students discuss different ways of balancing caloric intake with physical movement	
Differentiation: **(Multiple means for students to access content and multiple modes for student to express understanding.)**	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
Critical Content:	• **Moderate to vigorous activities** • **The composition of the human body(organ and organ systems and their specific functions and interactions)**	
Key Skills:	• **Engage with confidence in moderate to vigorous activities**	
Critical Language:	**Calorie, energy, power, nutrition, healthy choice**	
Learning Experience #8 - BLUE		
The teacher may assign groups different body systems within the human body so students can collaborate to understand the interconnectedness of the systems and the overall function within the human body.		
Generalization Connection(s):	• **The structures within the human body (organs, organ systems) interact with one another to perform a wide variety of functions that support the whole organism** • **Development and exploration of space, time and energy** • **Patterns, sequencing, and direction changes create dance**	
Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2129#.VxvZO_krLIU (pe central field day) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8845#.VxvaaPkrLIV (pe central peer assessment)	
Student Resources:	http://kidshealth.org/en/kids/center/htbw-main-page.html (KidsHealth from Nemours)	

<table>
<tr><td></td><td colspan="2">http://www.pecentral.org/ (pecentral)
http://www.mrgym.com/ (mr gym)
https://www.youtube.com/watch?v=x5oq4ErAmW0 (Cardiac Dysrhythmia Heartbeat Dances)
https://www.youtube.com/watch?v=Jpvuqj5nv6U ((The Skeleton Dance from Super Simpl Songs)</td></tr>
<tr><td>Assessment:</td><td colspan="2">Students will be asked to rehearse the roll for the field day (e.g. ask questions, know their body system, create a working activity)</td></tr>
<tr><td rowspan="2">Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>N/A</td><td>Students may be given feedback on field day activities and questions.</td></tr>
<tr><td rowspan="2">Extensions for depth and complexity:</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>N/A</td><td>N/A</td></tr>
<tr><td>Critical Content:</td><td colspan="2">• Moderate to vigorous activities
• The composition of the human body (organ and organ systems and their specific functions and interactions)
• To dance to the beat of the mind and body</td></tr>
<tr><td>Key Skills:</td><td colspan="2">• Engage with confidence in moderate to vigorous activities
• Develop and design a scientific investigation about human body systems
• Perform a movement phrase, or dance with a variety of intent</td></tr>
<tr><td>Critical Language:</td><td colspan="2">Field day, team work, collaboration, human body systems, equipment, space, time</td></tr>
</table>