Grade level: 5

Estimated time: 45 mins

**Prescribed Learning Outcomes:**

Active Living:

A2: Define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility

Movement Skills:

B4: Create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills

Safety, Fair Play, and Leadership:

C2: Describe the importance of warmup and cooldown routines for specific activities (eg., safety, efficiency, focus)

C3: Demonstrate fair play in physical activity

**Objectives:**

*SWBAT…*

Create movement patterns that demonstrate the processes of the human body system. (Muscular, Nervous, Digestive, Circulatory and Respiratory System)

*Evaluation: Teacher observation of students looking for full participation and varied movement skills.*

Identify the key parts of the body that work during the activities done in class.

*Evaluation: Teacher will ask students to identify the main parts of their bodies being used in their human body system groups.*

Demonstrate full understanding of instructions and safety guidelines

*Evaluation: Teacher will observe and circulate throughout the lesson to remind students about safety.*

**Equipment Required:**

Laptop, speakers, dance ribbons, scarves

**Lesson Plan:**

**1.**   **Warmup Activities: 10 minutes**

-     To ensure students are comfortable with performing a range of dynamic movements, the teacher will lead an exercise that allows students to move in personal space and through general space.

- The teacher can play different types of music and ask students to model movements that fall under: non-locomotor, locomotor and manipulative movement skills. Some examples include:

* Locomotor movement: Jumping, galloping, swaying and leaping
* Non-locomotor movements: Balancing, stretching, turning and twisting
* Manipulative movements: Waving dance ribbons or scarves

-     The teacher should also allow students to get comfortable with terms such as *flow*, *beat*, *pump,* and *churn* by asking students to manipulate and express them in meaningful ways with their bodies.

- While students are recreating their dance movements, the teacher can explain the importance of physical activity and the impact it has for a healthy body.

**2.**   **Accessing and Connecting Prior Knowledge 5 minutes**

-     For the next activity, the teacher will divide students into 5 body system groups; *Circulatory, Respiratory, Nervous, Muscular-Skeletal* and *Digestive.*

-     Then, the teacher will ask students to work together in their assigned body system group to identify the key organs or components from their system. In particular, the teacher should scaffold students into thinking about how the different components of their system work together. Some questions that the teacher can ask include: *What happens first? What happens in the middle? What happens in the end?*

-     In order for students to pinpoint the relevant components of their systems, students must access their prior knowledge from their human body systems science lesson plan.

-     After the group discussion, the teacher will ask a student representative from each group to report what the main components are and how they work together in their assigned body system to the rest of the class.

**3.**   **Dance Sequence (Skill Application) 30 minutes**

-     For the final activity, the teacher will ask students to work together in their body system groups to create a sequence of movements that clearly illustrate the beginning, middle and end processes of their assigned system.

- Students will transfer their prior knowledge from their human body system science lesson plan into a sequence of dance movements. (*E.g., The respiratory group may want to focus on creating a dance sequence that illustrates the exchange of air in the lungs.)*

-    The teacher should clarify that each sequence requires a range of movements including a combination of locomotor, non-locomotor and manipulative movements. Students are encouraged to develop their own creative movements that fall under these categories.

- The teacher should have dance ribbons or scarves available to students as additional props.

-     The teacher should emphasize the importance of safety when performing a specific movement. Students should not push themselves to perform a movement where there can be potential injuries.

- While students are working in their groups, the teacher should circulate and ensure students are task and following the safety guidelines.

- Towards the end of the lesson, the teacher will ask students to present their dance sequences to the rest of the class.

- At the end of each dance sequence, the teacher will ask students to reflect on their dance sequences. In particular, the teacher can scaffold students into thinking about how the different body systems are interconnected.

**Group Assessment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Approaching Expectations** | **Meets Expectations** | **Fully Meets Expectations** | **Exceeds Expectations** |
| **Movement Skills** | Demonstrates a lack of variety in movement skills and levels, props were either not used or used inefficiently. | Demonstrates  good ability  by using 2 or more movement skills in little or no change in movement levels, props were effectively manipulated but may not always flow with dance. | Demonstrates  strong  ability by using all 3 movement skills in a variety of movement levels, props were effectively manipulated and aligned nicely with the flow of dance. | Demonstrates  exceptional ability  by using all 3 movement skills in a variety of movement levels, props were effectively manipulated and enhanced dance. |
| **Dance Sequence** | Dance sequence requires some clarification in beginning, middle and end. | Dance sequence had a somewhat easy to follow beginning, middle and end. | Dance sequence had a clear beginning, middle and end. | Dance sequence had strong and recognizable beginning, middle and end. |
| **Participation** | Some group members did not show desire or enthusiasm in practicing or developing their sequence. | Most group members worked effectively together in practicing and developing their sequence. | All group members demonstrate enthusiasm and worked effectively together in practicing and developing their sequence. | All group members demonstrate enthusiasm and excellent teamwork in practicing and developing their sequence. |
| **Safety** | Demonstrated awareness of their surroundings in relation to others, listened clearly to given instructions and safety guidelines, including personal limitations. | | | |

**Resources:**

Westmoreland Bouchard, J. Systems of the Body: Movement and Choreography. The Kennedy Center: Arts Edge. Retrieved from  
 <http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Systems_of_the_Body.aspx#Standards>

**Rationale**

For this lesson plan, I have decided to implement a physical education lesson plan that allows students to artistically manipulate their body through a series of movements following a science lesson plan on the functions and processes of different human body systems. It is beneficial to connect the two disciplines together because it allows learners to experience the curriculum in a holistic framework. Through this cross curricular lesson plan, students are able connect their prior knowledge on human body systems and transform this into various movements. Through the role of dance, students will not only be able to demonstrate their understanding of how the body systems work, it also allows gives students a sense of autonomy to freely express themselves.

Although there is a strong emphasize placed on the mechanisms of the body system, it is equally important that students understand the benefits of physical activity on the body. Through this dance lesson plan, I aim to educate students on not only on the importance of understanding the processes of a human body, but also the importance of maintaining a healthy and active lifestyle that fosters the healthy development of the human body. Students will also have a chance to demonstrate their understanding of specific vocabulary and terminology associated with the human body through the expression of dance. This is especially relevant for English language learners that struggle with defining challenging vocabulary and sentence structures. By allowing students to create a sequence of movements, students who struggle with sentence structures are able to demonstrate student learning through the expression of dance. As an educator, I hope to promote the importance of cross-curricular lesson plans to tackle the significance of delivering both academic subjects fields with components of physical literacy.