

Curriculum Planning K-12 Scope & Sequence Chart

Lab D

Curriculum Committee Members

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NY State Standards - End of Unit Performance Task (What can the students do at Commencement Level?)

Grade	Activity Description	Equipment Needed	Rules/Modifications	Number of Players
12th	Step Aerobics Showcase Showdown – Using whatever step they’ve learned or steps they taught themselves have student create a performance that defines who they are and allow those observing to witness growth	A place to dance, step-ups, music	Have students decide what they want to do with it! It’s their creation	Solo or Groups
11th	Step Aerobics Kicking -> Corner to Corner – Students learn more advanced steps using basic motor movements, coordination, weight transfer, and creativity	Music, Steps	Have students incorporate whatever they learned prior to step aerobics to the lesson. See how creative they can be	Group
10th	Step Aerobics Basic Step -> Kicking – Have students learn to coordinate motor movements not only on the dance floor and on the track but on step box.	Step-ups, music	Speed up the music for those who grasp it, switch what foot they begin with, slow the music down for those not getting it as well	Group
9th	The Cha Cha – Incorporating a fast tempo with ball room dance position.	Stereo	Get music with a faster tempo and a slower tempo to meet the needs of students	Solo and group

8th	Foxtrot – Students will incorporate ball room dance position while focusing on different movements	Stereo	Have students face each other and try to mirror one another.	Solo and group
7th	Milanovo Kolo – Students will incorporate motor movements learned in K and focus on weight transfer and coordination	Music, a place to dance!	Have students cue themselves without music.	Solo or in a group
6th	Limbo Rock – Students learn coordination and balance/ also weight transfer from front foot to back foot	Music, a place to dance!	Students can cue themselves if they grasp the dance	Solo or partners
5th	Track and Field Olympics – Put the previous progressions together and have a school Olympics to showcase what students have learned thus far!	A track, power hurdles, sand pit, shot puts, music	All the elements of motor movement and weight transfer come together to create a physically active student. How's that for thinking outside the box	Solo
4th	Track and Field Shot Put progressions – Now that students know how to move their legs its time to teach them weight transfer. How to transfer weight from one side to the other is a great way to lead to other sports that require this transfer.	Shot puts, A track, music	Start students out without a shot put to prevent any one getting hurt right off the start. Have them focus on transferring weight when throwing the shot so they get the concept of weight transfer	Solo and partners
3rd	Track and Field Long Jump progressions – Students incorporating sprinting and power leg (learned in hurdling) into taking a jump forward	Sand pit, A track, music	Put the emphasis on rhythm before speed! Once students grasp rhythm they can add some flare to their jumps	Solo or partners
2nd	Track & Field	Speed hurdles, A	If students are grasping	Solo and partners

	Hurdle progressions – focusing on incorporating sprinting progressions learned in K to navigate the obstacle of a hurdle	track, power hurdles?, music	the concept move them on to a taller height. Challenge what they know	
1st	Fun Run – A few students lead the group in a run (time depends on you) and group have to mimic the leaders no matter what they do.	Stereo, A track	Focus mainly on basic motor movements (skipping, hopping, sliding, galloping) in order for students to have a fun approach to learning the skills	Solo and partners
K	Gallop, Skip, and Slide – Working on basic motor movements (gallop, skip, and slide)	Music, anywhere you can dance!	If students have a hard time putting it together, have them focus on one movement at a time before moving on to the next	Solo and partners