

## 6<sup>th</sup> Grade Physical Education Overview 2019-2020

**This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.**

### Definitions

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

### Parent Supports

The following resources provide parents with ideas to support students in mathematical understanding

[Fitnessgram](#)

[PE TEKS](#)

### Instructional Model

Instruction in physical education should include moderate to vigorous physical activity for at least 50% of the class. The teacher will start class with a 5-7 minute warm-up activity. Then the teacher will “engage” the students. This includes the teacher making connections with students’ prior knowledge to pre-assess what students know about the topic, skill or concept of the day. The next 5-10 minutes will be the “learning experience”, at this time the teacher will teach new information, skills and/or concepts. The next 20-25 minutes

include time for the students to practice the information, skill or concept they have learned. This is the “guided practice” stage. The last 2-3 minutes of class will be used to cool the students’ heart rate down and recapture what the students learned and make connections to the next lesson.

**Adopted Resources**

[SPARK](#)

**Physical Education Process Standards:** Physical education does not have process standards, but we do have TEKS that run across subject areas. The student uses these standards to acquire and demonstrate physical education understanding. The student is expected to:

- 6.2C Practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.
- 6.3A Identify opportunities in the school and community for regular participation in physical activity.
- 6.3B Participate in moderate to vigorous health-related physical activities on a regular basis.
- 6.5A Use equipment safely and properly.
- 6.5B Select and use proper attire that promotes participation and prevents injury.
- 6.5C Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment.
- 6.7B Handle conflicts that arise with others without confrontation.

**Grading Periods 1-4**

**Unit 1: Physical Fitness**

Estimated Date Range: All Semester

FITNESSGRAM DATA MUST BE ENTERED BY MARCH 27<sup>TH</sup>, 2019

**Unit Overview:** Students will be introduced to a variety of fitness activities that focus on moderate to vigorous physical fitness. Students will improve their social skills, fitness levels and motor skills through participation in physical activity. Students will participate in enjoyable activities that will promote lifelong fitness.

**Big Ideas:**

- Moderate to vigorous physical activity refers to the intensity of a person’s workout. A moderate intensity workout is described as a person being able to talk, but not sing due to the intensity of their workout. A vigorous intensity is described as a person’s workout intensity being so hard, that you are unable to have a verbal conversation with peers.
- Participating in regular moderate to vigorous physical activity to increase your heart rate and move oxygen through your body. Health benefits include losing weight, maintaining weight, reduced risk of cardiovascular disease, reduced risk for diabetes and stronger muscles and bones.
- It is recommended that a person participate in at least 75-150 minutes a week of moderate to vigorous physical activity each week.
- Setting personal fitness goals motivate students to work hard to get to a desired fitness level. Goals are a reminder of what you are working hard to achieve.
- Proper attire is important when participating in physical activity to minimize risk of injury to yourself and others. Proper attire increases the amount of time you participate in continuous physical activity.

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I know I am participating in moderate to vigorous physical activity?</li> <li>• Why should students participate in moderate to vigorous physical activity?</li> <li>• How much moderate to vigorous physical activity should a person include into their life?</li> <li>• Why do we set personal fitness goals?</li> <li>• How does wearing the correct attire in physical education class benefit students?</li> </ul>	
Concepts within Unit #1	TEKS
Concept #1: Fitnessgram Testing	6.3B, 6.3B, 6.3C, 6.4A, 6.4E, 6.4B, 6.5C
Concept #2: Daily Physical Fitness	6.3B, 6.2B, 6.3B, 6.3C, 6.4A, 6.4E
<p><b>Unit 2: Volleyball</b> Estimated Time Range: 3-4 Weeks</p>	
<p><b>Unit Overview:</b> Students will be introduced to the game of volleyball. Students will be given a brief history of the sport of volleyball, learn the basic rules and game concepts. Basic volleyball skills of passing, setting, serving and hitting will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.</li> <li>• It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.</li> <li>• Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.</li> <li>• A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.</li> </ul>	
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?</li> <li>• Why are the critical elements of a skill taught?</li> <li>• Why do teammates work together to coordinate movements?</li> <li>• How does understanding sport strategies improve personal and team performance?</li> </ul>	
Concepts within Unit #2	TEKS
Concept #1: Sports Rules	6.6A, 6.5A, 6.6A, 6.6B, 6.7A, 6.7C
Concept #2: Fundamental Skill	6.2C, 6.1A, 6.1B, 6.1J, 6.2B
Concept #3: Sport Strategy	6.6, 6.6A, 6.6B, 6.7B, 6.7D, 6.7F
<p><b>Unit 3: Zone Football</b> Estimated Time Range: 3-4 Weeks</p>	
<p><b>Unit Overview:</b> Students will be introduced to the game of zone football. Students will be given a brief history of the sport of zone football, learn the basic rules and game concepts. Basic zone football skills of passing/throwing and</p>	

catching will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

**Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

**Essential Questions**

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

Concepts within Unit #3 (Grading Period 1)	TEKS
Concept #1: Sports Rules	6.6A, 6.5A, 6.6A, 6.6B, 6.7A, 6.7C
Concept #2: Fundamental Skill	6.2C, 6.1A, 6.1B, 6.1F, 6.1J, 6.1K, 6.2B
Concept #3: Sport Strategy	6.6, 6.6A, 6.6B, 6.7B, 6.7D, 6.7F

**Unit 4: Flag Football**  
Estimated Time Range: 3-4 Weeks

**Unit Overview:** Students will be introduced to the game of flag football. Students will be given a brief history of the sport of flag football, learn the basic rules and game concepts. Basic flag football skills of passing/throwing and catching will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

**Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

**Essential Questions**

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

Concepts within Unit #4	TEKS
Concept #1: Sports Rules	6.6A, 6.5A, 6.6A, 6.6B, 6.7A, 6.7C
Concept #2: Fundamental Skill	6.2C, 6.1A, 6.1B, 6.1F, 6.1J, 6.1K, 6.2B
Concept #3: Sport Strategy	6.6, 6.6A, 6.6B, 6.7B, 6.7D, 6.7F

**Unit 5: Basketball**  
Estimated Time Range: 3-4 Weeks

**Unit Overview:** Students will be introduced to the game of basketball. Students will be given a brief history of the sport of basketball, learn the basic rules and game concepts. Basic basketball skills of passing, dribbling, and shooting will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

**Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

**Essential Questions**

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

Concepts within Unit #5	TEKS
Concept #1: Sports Rules	6.6A, 6.5A, 6.6A, 6.6B, 6.7A, 6.7C
Concept #2: Fundamental Skill	6.2C, 6.1A, 6.1B, 6.1F, 6.1I, 6.1K, 6.2B
Concept #3: Sport Strategy	6.6, 6.6A, 6.6B, 6.7B, 6.7D, 6.7F

**Unit 6: Soccer**  
Estimated Time Range: 3-4 Weeks

**Unit Overview:** Students will be introduced to the game of soccer. Students will be given a brief history of the sport of soccer, learn the basic rules and game concepts. Basic soccer skills of passing, dribbling, and shooting will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

**Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.

- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

**Essential Questions**

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

Concepts within Unit #6	TEKS
Concept #1: Sports Rules	6.6A, 6.5A, 6.6A, 6.6B, 6.7A, 6.7C
Concept #2: Fundamental Skill	6.2C, 6.1A, 6.1B, 6.1I, 6.1J, 6.2B
Concept #3: Sport Strategy	6.6, 6.6A, 6.6B, 6.7B, 6.7D, 6.7F

**Unit 7: Team Ball**

Estimated Time Range: 3-4 Weeks

**Unit Overview:** Students will be introduced to the game of TEAMBALL. Student will be given a description of how the sport was developed, learn the basic rules and game concepts. Flag football skills of pulling flags, throwing and catching will be introduced to students. Student will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

**Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

**Essential Questions**

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

Concepts within Unit #7	TEKS
Concept #1: Sports Rules	6.6A, 6.5A, 6.6A, 6.6B, 6.7A, 6.7C

Concept #2: Fundamental Skill	6.2C, 6.1A, 6.1B, 6.1F, 6.1J, 6.1K, 6.2B
Concept #3: Sport Strategy	6.6, 6.6A, 6.6B, 6.7B, 6.7D, 6.7F
<b>Unit 8: Olympics</b> Estimated Time Range: 3-4 Weeks	
<p><b>Unit Overview:</b> Students will form groups and participate in a variety of team activities. Students will improve their social skills, fitness levels and motor skills through participation in different “Olympic” activities. The purpose of this unit is to promote physical activity by having students participate in various types of fun team activities that require students to work together as a team and have fun.</p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Participating in “Olympic” activities introduces students to activities that require them to work as a team and have fun while being physically active.</li> <li>• “Olympic” activities provide students with the opportunity to socialize with their peers and form friendships.</li> <li>• It is important to wear the proper attire when participating in physical activity so that you do not injure yourself or others. Selecting proper attire also increases the amount of minutes you participate in continuous moderate to vigorous physical activity, because you take less breaks to adjust attire that should not be worn during physical activity.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why should students participate in fun team games?</li> <li>• How do various fun activities develop social skills?</li> <li>• How does wearing the correct attire in physical education class benefit students?</li> </ul>	
<b>Concepts within Unit #8</b>	<b>TEKS</b>
Concept #1: Olympics	6.6A, 6.6A, 6.6B, 6.7A, 6.7C



**Unit 9: Ultimate Frisbee**

Estimated Time Range: 3-4 Weeks

**Unit Overview:** Students will be introduced to the game of Ultimate Frisbee. Student will be given a description of how the sport was developed, learn the basic rules and Ultimate Frisbee game concepts. I skills of throwing and catching a Frisbee will be introduced to students. Student will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

**Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

**Essential Questions**

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

Concepts within Unit #9	TEKS
Concept #1: Sports Rules	6.6A, 6.5A, 6.6A, 6.6B, 6.7A, 6.7C
Concept #2: Fundamental Skill	6.2C, 6.1A, 6.1B, 6.1F 6.1J, 6.1K, 6.2B
Concept #3: Sport Strategy	6.6, 6.6A, 6.6B, 6.7B, 6.7D, 6.7F

**Unit 10: Track & Field**

Estimated Time Range: 3-4 Weeks

**Unit Overview:** In this unit, students will be introduced the sport of Track & Field. Students will learn proper running form, the dimensions of the track and where races start and end. Students will be introduced to sprinters, mid-long distance, throwing events and jumping events.

**Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.

**Essential Questions**

- Why do students need to understand rules, procedures, and safety practices?
- Why are the critical elements of a skill taught?

**Concepts within Unit #10**

**TEKS**

Concept #1: Introduction of Track & Field Events

6.6A, 6.5A, 6.6A, 6.6B, 6.7A, 6.7C

Concept #2: Running Events

6.2C, 6.1A, 6.1B, 6.2B

Concept #3: Field Events

6.2C, 6.1A, 6.1B, 6.1F, 6.2B

**Unit 11: Tennis**

Estimated Time Range: 3-4 Weeks

**Unit Overview:** Students will be introduced to the game of tennis. Student will be given a brief history of the sport of tennis, learn the basic rules and game concepts. Basic tennis skills of serving and striking will be introduced to students. Student will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

**Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

**Essential Questions**

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

Concepts within Unit #11	TEKS
Concept #1: Sports Rules	6.6A, 6.5A, 6.6A, 6.6B, 6.7A, 6.7C
Concept #2: Fundamental Skill	6.2C, 6.1A, 6.1B, 6.1G, 6.2B
Concept #3: Sport Strategy	6.6, 6.6A, 6.6B, 6.7B, 6.7D, 6.7F
<b>Unit 12: Sports Prep</b> Estimated Time Range: 3-5 Weeks	
<p><b>Unit Overview:</b> Students will be provided information about the UIL Sports offered by FBISD at the middle school level. Students will be provided an overview of what FBISD requires for a student to try-out for and participate in middle school sports. Students will participate in skill specific games and lead up games specific to the UIL Sports offered by all FBISD middle schools.</p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Students will be eligible to try-out for a sport offered by their middle school campus if they have a completed and cleared up to date athletic physical turned in to the coaches and all Rank One District forms completed via the FBISD Website.</li> <li>• Students in an athletic period are require to participate in physical activity that exceeds the requirements of a general physical education class. A student must have completed and cleared up to date athletic physical turned in to the coaches and all Rank One District forms completed via the FBISD Website completed to ensure that the student is able to safely participate in the these activities.</li> <li>• The Athletic Department determines the sports offered to females and males based on the school calendar and other resources available to the District. Volleyball, basketball, track &amp; field, tennis and soccer are offered to female students and football, basketball, track &amp; field, tennis and soccer are offered to male students.</li> <li>• It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.</li> <li>• Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.</li> <li>• A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does a student prepare tryout for a sport offered by their middle school?</li> <li>• Why is an athletic physical required for a student to be in the campus athletic period?</li> <li>• Why are only certain sports are offered at all FBISD middle schools?</li> <li>• How does knowing how to perform basic sport fundamentals prepare you for tryouts.</li> <li>• How does understanding sport strategies improve personal and team performance?</li> </ul>	
Concepts within Unit #12	TEKS
Concept #1: Sports Rules	6.6A, 6.5A, 6.6A, 6.6B, 6.7A, 6.7C
Concept #2: Fundamental Skill	6.2C, 6.1A, 6.1B, 6.1F, 6.1I, 6.1J, 6.1K, 6.2B
Concept #3: Sport Strategy	6.6, 6.6A, 6.6B, 6.7B, 6.7D, 6.7F

**Unit 13: PE Games**

Estimated Time Range: 3-4 Weeks

**Unit Overview:** Students will form groups and participate in a variety of team activities. Students will improve their social skills, fitness levels and motor skills through participation in different PE Games. The purpose of this unit is to promote physical activity by having students participate in various types of fun team activities that require students to work together as a team and have fun.

**Big Ideas:**

- Participating in PE Games introduces students to activities that require them to work as a team and have fun while being physically active.
- PE Games provide students with the opportunity to socialize with their peers and form friendships.
- It is important to wear the proper attire when participating in physical activity so that you do not injure yourself or others. Selecting proper attire also increases the amount of minutes you participate in continuous moderate to vigorous physical activity, because you take less breaks to adjust attire that should not be worn during physical activity.

**Essential Questions**

- Why should students participate in fun team games?
- How do various fun activities develop social skills?
- How does wearing the correct attire in physical education class benefit students?

**Concepts within Unit #12**

**TEKS**

Concept #1: PE Games

6.6A, 6.6B, 6.7A, 6.7C

**Unit 14: Spongeball**

Estimated Time Range: 3-4 Weeks

**Unit Overview:** Students will be introduced to the game of Spongeball. Students will be given a brief history of the sport of Spongeball, learn the basic rules and game concepts. Basic Spongeball skills of throwing, catching, and dodging will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

**Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each elements of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

**Essential Questions**

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?

- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

Concepts within Unit #14	TEKS
Concept #1: Sports Rules	6.6A, 6.5A, 6.6A, 6.6B, 6.7A, 6.7C
Concept #2: Fundamental Skill	6.6A, 6.6B, 6.7B, 6.7D, 6.7F
Concept #3: Sport Strategy	6.6, 6.6A, 6.6B, 6.7B, 6.7D, 6.7F

**Unit 15: Creative Movement/Dance**

Estimated Time Range: 3-5 Weeks

**Unit Overview:** Students will be introduced to the creative movements unit. Students will pick a group and an appropriate song to design creative movements to. Student will have time in class to practice and choreograph these movements. Students will perform their movements for the class.

**Big Ideas:**

- Most songs are broken up into segments called 8-counts. Each of these segments is measured in counts of eight beats, or how long it would take to count out "1, 2, 3, 4, 5, 6, 7, 8" in a rhythmic fashion. When one eight is reached, dancers start over from one and a new segment begins. This is continued throughout the song.
- It is important that students practice each elements of a skill in the correct sequence, with the right force and with correct timing. Everyone in the group must know the movement steps and be on the same beat. Practice is essential.

**Essential Questions**

- Why are songs choreographed using eight counts?
- How do students prepare of a performance?

Concepts within Unit #15	TEKS
Concept #1: Creative Movement Design	6.1A, 6.1C, 6.1D, 6.2A, 6.2B, 6.2C
Concept #2: Creative Movement Presentation	6.1A, 6.1C, 6.1D