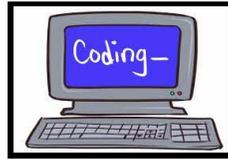




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X-Ploration Lesson #8 is a combination of two content pieces: **Coding and VAPA:Dance**. The team will be teaching VAPA:Dance standards for the PE portion of X-Ploration with your students.

**Please note: For Coding, all students will need to have access to their device for X-Ploration.**

For Lesson #8 Coding, our lesson avoids using the Hour of Code website, since we know that many teachers will be using this amazing resource in their classroom. For all students, the lesson begins with the basics of Digital Literacy and Internet Safety, as well as how coding is used in the real world and in the workplace. After learning how coding involves a very particular set of steps, students will be coding using their own device.

#### **Essential Questions for Coding :**

TK/K: What does it mean to code? How do you code using a computer?

- 1: What is coding? Can kids create code?
- 2: What is coding? How might I begin to code?
- 3: What are different types of coding languages? How does coding affect our lives?
- 4: What is coding? How might I try coding using different coding languages?
- 5: Why is coding so important in 2022?

#### **Coding Vocabulary includes:**

TK/K: bug, code, command, robot

- 1: code, hardware, software, command, sequence
  - 2: code, sequence, algorithm, debug
  - 3: computer science, algorithm, sequence
  - 4/5: input, coding/programming language, algorithm
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Put on your dancing shoes for Lesson #8, **VAPA : Dance**. Although this is the 2nd X-Ploration Dance lesson, Lesson #8 is taught during the content portion of X-Ploration. Primary students will be learning the difference between making non-locomotor and locomotor movements, as well as practicing staying within their own personal space while dancing. They will also listen to and discuss how different emotions are expressed through dance. Upper grade students will explore how to dance to a beat, as well as how to make different shapes with their body within positive and negative space. They will also explore how to express themselves by using different beats and rhythms in dance.

**Essential Questions for VAPA:Dance :**

TK/K: How might I move my body in different ways?

- 1: How might I move my body along various pathways , to different tempos?
- 2: How might I move my body in symmetrical and asymmetrical ways to show emotions?
- 3: How might I move my body using different movements at different speeds?
- 4: How might I move my body using different movements and rhythms?
- 5: How might I move my body using different movements, to various Tempos and rhythms?

**VAPA:Dance Vocabulary includes:**

TK/K: locomotor, non-locomotor, tempo levels

- 1: space, personal space, general space, levels
  - 2: general space, personal space, levels, asymmetrical, symmetrical, tempo, non-locomotor, locomotor, movement pattern, pathways
  - 3: positive space, negative space, rhythm, energy, accent, focus, bound movement, free flow movement
  - 4: positive space, negative space, movement phrase, rhythm, static, dynamic, bound movement, free flow movement
  - 5: static, dynamic, bound movement, free flow movement, tempo, focus
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**Supplies Needed:** No extra supplies are needed for this lesson, other than a student device

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**ISTE Standards Covered**

TK/K

6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

1d - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

#### **1st**

6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

7c - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

1d - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

#### **2nd**

1a - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

1d - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

#### **3rd**

1a - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

5d - Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6b - Students create original works or responsibly repurpose or remix digital resources into new creations.

6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

7c - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

1d - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

#### **4th**

6b - Students create original works or responsibly repurpose or remix digital resources into new creations.

1d - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

5d - Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

1a - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

#### **5th**

6b - Students create original works or responsibly repurpose or remix digital resources into new creations.

1d - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

5d - Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

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## VAPA Dance Standards Covered:

**TK.DA: Pr4a** - Identify and demonstrate directions for moving the body in **general space** (e.g., forward, backwards, sideways, up, down, and turning) and finding and returning to a place in **space**.

**TK.DA: Pr4b** - Identify speed of movement as fast or slow. Move to varied rhythmic sounds at different **tempi**.

**TK.DA:Pr5a** - Demonstrate basic full body **locomotor, non-locomotor** movement, and **body patterning** with spatial relationships.

**TK.DA:Pr5b** - Move in **general space** and start and stop on cue while maintaining **personal space**.

**TK.DA:Pr6a** - Dance for others in a designated area or **space**.

**1.DA:Pr4a** - Demonstrate **locomotor** and **non-locomotor** movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways individually and with others. Find and return to place in **space**.

**1.DA:Pr4b** - Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying **tempi** of steady beat.

**1.DA:Pr5a** - Demonstrate a range of **locomotor** and **non-locomotor** movements, **body patterning**, body shapes, and directionality.

**1.DA:Pr5b** - Move safely in **general space** through a range of activities and group formations while maintaining and changing **personal space**.

**1.DA:Pr6a** - Dance for others in a **space** where audience and performers occupy different areas. .

**2.DA:Pr4a** - Demonstrate clear directionality and intent when performing **locomotor** and **non-locomotor** movements that change body shapes, facings, and pathways in **space**. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts.

**2.DA:Pr5a** - Demonstrate a range of **locomotor** and **non-locomotor** movements, **body patterning**, and dance sequences that require moving through **space** using a variety of pathways.

**2.DA:Pr5b** - Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining **personal space**.

**2.DA:Pr6a** - Dance for and with others in a **space** where audience and performers occupy different areas.

**3.DA:Pr4a** - Judge spaces as distance traveled and use **space** three dimensionally Demonstrate shapes with positive and **negative space**. Perform movement sequences in and through **space** with intentionality and focus.

**3.DA:Pr4b** - Fulfill specified duration of time with improvised **locomotor** and **non-locomotor** movements. Differentiate between "in time" and "out of time" to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.

**4.DA:Pr4a** - Make static and dynamic shapes with positive and **negative space**. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.

**4.DA:Pr4b** - Dance to a variety of **rhythms** generated from internal and external sources. Perform **movement phrases** that show the ability to respond to changes in time.

**5.DA:Pr4a** - Integrate static and dynamic shapes as well as floor and air pathways into dance sequences. Establish relationships with other dancers with intentionality and focus. Convert inward focus to outward focus.

**5.DA:Pr4b** - Respond in movement to even and uneven **rhythm** in both metric and kinesthetic phrasing. Recognize and respond to **tempo** changes as they occur in dance and music.

**5.DA:Pr4c** - Contrast **bound** and **free flowing movements**. Initiate movements from a variety of points of the body Analyze the relationship between initiation and **energy**.

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We look forward to seeing you soon!

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