

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Physical Education – K-2

Unit (Number)	Orientation						
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Rhythmic movements are an excellent life long physical activity. In such it is essential to integrate time for self-reflection on performance as well as positive feelings about dance. In the K-2 lessons, the activities are simple and exploratory in nature offering an excellent opportunity for students to examine their own feelings.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What helps you learn a dance the best? What makes rhythmic movements fun for you? How does dancing make you feel?</p>						
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others. Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p>						
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>K.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others. K.5.SE1. Explore enjoyable physical activities. 1.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others. 1.5.SE1. Describe positive feelings that result from participating in physical activities. 2.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others. 2.5.SE1. Identify physical activities that provide self-expression.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Rhythmic</td> <td>Dance</td> <td>Instruction</td> </tr> <tr> <td>Self-reflection</td> <td>Directions</td> <td>Feelings</td> </tr> </table>	Rhythmic	Dance	Instruction	Self-reflection	Directions	Feelings
Rhythmic	Dance	Instruction					
Self-reflection	Directions	Feelings					
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>LA – Reading signs, listening Math – Counting, angles, patterns Science – Weather Social Studies – Cultural awareness</p>						
<p>Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-16-Rhythms-SA5.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/rQONMP</p>						
<p>**Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.</p>							

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