

# FAYETTE COUNTY PUBLIC SCHOOLS

## Unit Framework for Physical Education – K-2

Unit (Number)	Orientation									
<p><b>Big Ideas</b> What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Dance is an important lifelong activity. For students to enjoy dance it is important that they learn dance steps and learn how to learn dance steps. Care should be taken fostering joy in dance and providing successful experiences. Social and personal responsibility are important in the dance environment. Students must learn to be respectful and to cooperate with others to create enjoyable dance experiences.</p>									
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Why is dance considered a lifelong physical activity What social behaviors are important during dance? How can dance help you socially?</p>									
<p><b>Power Standards</b> 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><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><b>K.4.SA1.</b> Follow teacher directions for safe participation and proper use of equipment, independently and with others. <b>K.5.SI1.</b> Explore social interaction through physical activity. <b>1.4.SA1.</b> Follow teacher directions for safe participation and proper use of equipment, independently and with others. <b>1.5.SI1.</b> Recognize personal likes and dislikes regarding participation in physical activities with others. <b>2.4.SA1.</b> Follow teacher directions for safe participation and proper use of equipment, independently and with others. <b>2.5.SI1.</b> Identify the benefits of working cooperatively with others.</p>									
<p><b>Essential Vocabulary</b> 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>Directions</td> </tr> <tr> <td>Steps</td> <td>Respect</td> <td>Cooperation</td> </tr> <tr> <td>Following</td> <td></td> <td></td> </tr> </table>	Rhythmic	Dance	Directions	Steps	Respect	Cooperation	Following		
Rhythmic	Dance	Directions								
Steps	Respect	Cooperation								
Following										
<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>LA – Adjectives, verbs Math – Shape recognition, Counting Social Studies – Cultural awareness</p>									
<p><b>Assessing Learning</b> How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p><a href="https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-27-Rhythmic%20Movement%20Skills-TC1.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-27-Rhythmic%20Movement%20Skills-TC1.pdf</a></p>									
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/PyRmZR">https://www.dynamicpeasap.com/dynamic-pe-plans/PyRmZR</a></p>									

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***\*\*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.***