

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Physical Education – 3-5

Unit (Number)	Orientation						
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Locomotor skills can be performed in isolation or in combination with other movements. When performed in tandem to music, students perform rhythmic movements. These movements offer potential for lifelong physical activity.</p> <p>Rhythmic movements offer an excellent opportunity to allow students to create their own dance steps and explore self-expression.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What locomotor movements are used in dance? How are rhythmic movements and dance related? How do you feel when you create your own dance?</p>						
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.</p> <p>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>3.1.L1. Perform, alone and with others, a variety of locomotor movements at different levels and in different pathways and directions, with and without equipment. 3.5.SE1. Explain how physical activities are enjoyable. 4.1.L1. Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways and traveling in different directions. 4.5.SE1. Rank the enjoyment of participating in various physical activities. 5.1.L1. Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels and using different pathways in game-like situations. 5.5.C1. Express the enjoyment and/or challenge of participating in a physical activity.</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>Self-expression</td> <td>Combination</td> </tr> <tr> <td>Create</td> <td>Dance</td> <td>Locomotor</td> </tr> </table>	Rhythmic	Self-expression	Combination	Create	Dance	Locomotor
Rhythmic	Self-expression	Combination					
Create	Dance	Locomotor					
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>LA – Reading signs, Contrasting terms Math – Perimeter, skip counting, 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-2-13-Rhythmic%20Movement%20Skills-TC1.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/WypjdQ</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.***