

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>The health benefits of regular physical activity are well known. Dance offers students an opportunity to be active for a lifetime. In fact, in many cultures dance is a lifetime activity. Thus, students learn cultural influences on dance during physical education.</p> <p>A part of dance are social behaviors, sometimes referred to as etiquette. Students learn this etiquette to prepare them for lifelong physical activity.</p>									
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What are the health benefits of dancing? How is dance viewed in different cultures? Why is etiquette an important social behavior when dancing?</p>									
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.</p>									
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>3.3.PA1. Describe the benefits of participating in physical activity every day. 3.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education. 4.3.PA1. Identify factors that motivate daily participation in physical activity. 4.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education. 5.3.PA1. Identify factors that can either motivate or deter people from daily physical activity. 5.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education.</p>									
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Dance</td> <td>Culture</td> <td>Etiquette</td> </tr> <tr> <td>Physical activity</td> <td>Health benefits</td> <td>Difference</td> </tr> <tr> <td>Social behavior</td> <td></td> <td></td> </tr> </table>	Dance	Culture	Etiquette	Physical activity	Health benefits	Difference	Social behavior		
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies – Cultural awareness Math – Counting Patterns, Geometry, Division LA – Listening, prepositions</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-2-16-Rhythmic%20Movement%20Skills-SA4.pdf</p>									
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/kMN4wZ</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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