

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>Engaging in dance or rhythmic movements can be a lifelong endeavor. Many dances require specific steps thus students learn how to learn dances by following steps lead by the teacher. Throughout their physical education experience these dance steps get more complex.</p> <p>Nutrition, as it relates to engaging in physical activity, is learned during physical education. Students learn the role of food in various activities including dance and fitness.</p>									
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Why is it important to watch the teacher when learning a dance? How are foods categorized? What role does the beat have in learning a 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. Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</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. 3.3.N1. Identify a variety of nutritious food choices from each food group that will help balance the body before and after physical activity. 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. 4.3.N1. Discuss the importance of hydration choices relative to 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. 5.3.N1. Analyze the impact of food choices relative to physical activity, sports and personal health.</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>Nutrition</td> </tr> <tr> <td>Steps</td> <td>Carbohydrate</td> <td>Hydration</td> </tr> <tr> <td>Following</td> <td>Protein</td> <td>Fat</td> </tr> </table>	Rhythmic	Dance	Nutrition	Steps	Carbohydrate	Hydration	Following	Protein	Fat
Rhythmic	Dance	Nutrition								
Steps	Carbohydrate	Hydration								
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Shape recognition, 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-2-27-Rhythmic%20Movement%20Skills-SA1.pdf</p>									
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/kQD1LZ</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.***