

# FAYETTE COUNTY PUBLIC SCHOOLS

## Unit Framework for (Physical Education) – 9th-12th Grade

<b>Dance and Rhythms</b>	
<p><b>UNITS</b> Sample of units that can be included under teaching invasion games.</p>	<p><b>Partner dances, line dances, rhythmic activities (jump bands, jump rope, drumming), juggling</b></p>
<p><b>Big Ideas</b> What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Students have the opportunity to apply movement skills and concepts through exploring and/or creating dance by selecting elements, refining skills and movement patterns. Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as folk, hip hop, line, social and square dancing. Rhythm activities can include: jump bands, drumming and juggling.</p>
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ul style="list-style-type: none"> <li>● Can students demonstrate the mastery of skills and tactics needed to participate in two or more lifetime activities?.</li> <li>● Can students demonstrate competency in movements and manipulative skills needed in game-like situations?</li> <li>● Can students use movement concepts and principles to analyze and improve performance of self and/or others?</li> </ul> <p>Standard 2</p> <ul style="list-style-type: none"> <li>● Can students describe the mechanical principles, including but not limited to force, rotation extension or leverage, that apply to movement skills in physical activities, and analyze their contribution in improving movement performance?</li> <li>● Can students analyze the relationship between and among effort, persistence, practice and improvement as they relate to skill development?</li> </ul> <p>Standard 4</p> <ul style="list-style-type: none"> <li>● Can students interact positively in social and group interactions through the use of communication skills, critical thinking, accountability and leadership in a physical activity setting?</li> </ul> <p>Standard 5</p> <ul style="list-style-type: none"> <li>● Can students explain how physical, intellectual and emotional behaviors impact physical performance?</li> <li>● Can students analyze the physical, emotional/mental and social benefits of regular participation in physical activities?</li> <li>● Can students evaluate the personal benefits derived from regular participation in physical activities as they relate to quality of life?</li> <li>● Can students explain how physical activities provide opportunities for self-expression and social interactions?</li> <li>● Can students collaborate with others to advocate for a healthy community?</li> </ul>

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<p><b><u>Power Standards</u></b> Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>NPES</p> <p>Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p><b><u>Supporting Standards</u></b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>HS.S1.1. Demonstrate the mastery of skills and tactics needed to participate in two or more lifetime activities.</p> <p>HS.S1.2. Demonstrate competency in movements and manipulative skills needed in game-like situations.</p> <p>HS.S2.1. Use movement concepts and principles to analyze and improve performance of self and/or others.</p> <p>HS.S4.1. Interact positively in social and group interactions through the use of communication skills, critical thinking, accountability and leadership in a physical activity setting.</p> <p>HS.S5.1. Explain how physical, intellectual and emotional behaviors impact physical performance.</p> <p>HS.S5.2. Analyze the physical, emotional/mental and social benefits of regular participation in physical activities.</p> <p>HS.S5.3. Evaluate the personal benefits derived from regular participation in physical activities as they relate to quality of life.</p> <p>HS.S5.4. Explain how physical activities provide opportunities for self-expression and social interactions.</p> <p>HS.S5.5. Collaborate with others to advocate for a healthy community.</p>
<p><b><u>Essential Vocabulary</u></b> What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>locomotor non locomotor rhythm tempo pattern cascade beat jumpers ends health related fitness aerobic social dance line dance folk dance promenade</p>
<p><b><u>Cross Curriculum Connections</u></b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>21st Century Learning Skills</p> <ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Communication</li> <li>● Social Skills</li> </ul>
<p><b><u>Assessing Learning</u></b> How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Teacher observation • Teacher checklist • Teacher/student discussion •Self assessment •Peer assessment</p>

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<b><u>Instructional Strategies/Resources</u></b>	direct instruction, modeling, differentiation, teacher observation, teacher/student discussion, teacher checklist, peer assessment  Dynamic Physical Education <a href="https://www.dynamicpeasap.com/">https://www.dynamicpeasap.com/</a> OpenPhysEd: <a href="https://www.openphysed.org">https://www.openphysed.org</a> SPARK: <a href="https://www.sparkfamily.org">https://www.sparkfamily.org</a> PE Central: <a href="https://www.pecentral.org">https://www.pecentral.org</a> SHAPE America: <a href="https://www.shapeamerican.org/">https://www.shapeamerican.org/</a>
<b><i>**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.</i></b>	