

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Physical Education – K-2

Unit (Number)	Orientation						
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Throughout the entire school year, efficient and active lessons will be the hallmark of physical education. This ensures a safe learning climate and ensures learning time is maximized. Students will learn and practice teaching protocol and learn physical education expectations.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What are the expectations in physical education? Why are rules important during physical education? What can happen if rules are not followed? Why is spacing important in physical education?</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 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>K.1.L1. Explore a variety of locomotor movements, travelling in different directions. K.4.RE1. Recognize and follow the established rules, protocol and etiquette in physical education. 1.1.L1. Perform a variety of locomotor movements using different body parts. 1.4.RE1. Recognize and follow the rules, protocols and etiquette in physical education. 2.1.L1. Perform a variety of locomotor movements traveling in different directions, at different speeds and in different pathways. 2.4.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>Rules</td> <td>Expectations</td> <td>Spacing</td> </tr> <tr> <td>Movement</td> <td>Locomotor</td> <td>Center</td> </tr> </table>	Rules	Expectations	Spacing	Movement	Locomotor	Center
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Health – Body part identification LA – Contrasting terms Math – Counting Math - Center</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-1-1-Orientation-TQ4.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/JQnGZr</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>							