

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>Motor skills, specifically manipulative skills such as throwing, catching, and kicking are essential in a variety of physical activities. The development of these skills begins with initial phases and progresses through complex skills. This lesson allows students to use their hands in combination with other parts of their body to explore ways to manipulate a hoop.</p>		
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What are manipulative skills you use when physically active? Why do we need to learn manipulative skills? What body parts can you use to manipulate a hoop? How are you safe when using the hoop?</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.MS1. Explore manipulative skills with a variety of objects using performance cues. K.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others. 1.1.MS1. Explore manipulative skills with a variety of objects using performance cues. 1.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others. 2.1.MS1. Explore manipulative skills with a variety of objects using performance cues. 2.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others.</p>		
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>Manipulate Hoops</p>	<p>Body Parts Locomotor</p>	<p>Spacing Safety</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Health – Types of movement LA – Reading signs Math – Shape recognition Math – Skip Counting</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-1-2-Manipulative%20Skills%20Using%20Hoops-SA4.pdf</p>		
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/IZVdM7</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.***