

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>Tossing and catching are foundational motor skills for many physical activities. To initiate learning these skills student are first taught foundational cues to help them catch. While practicing those skills students are provided a variety of challenges to attempt. During the fitness portion of the lesson students engage in a variety of physical activity with an emphasis on muscular strength for this lesson.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What activities do you play that use the motor skills tossing and catching? How can you make catching easier for you? What activities help you improve your muscular strength.</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>K.1.MS1. Explore manipulative skills with a variety of objects using performance cues. K.3.PA1. Identify a variety of ways to be physically active at school and home. 1.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. 1.3.PA1. Identify reasons for participating in daily physical activity. 2.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. 2.3.PF2. Describe different activities that improve strength of the heart and lungs.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Tossing</td> <td>Catching</td> <td>Physical Activity</td> </tr> <tr> <td>Strength</td> <td>Manipulative</td> <td>Cues</td> </tr> </table>	Tossing	Catching	Physical Activity	Strength	Manipulative	Cues
Tossing	Catching	Physical Activity					
Strength	Manipulative	Cues					
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Number recognition ¼ and ½ turns, levels Health – Body part identification LA – Relational terms, contrasts</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-1-3-Throwing-IQ5.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/EZm4QO</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>							