

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>Engagement in physical activity involves the application of many principles of movement. In virtually every activity, students apply force to body parts or objects that result in movement. Along with the principle of movement, physical education strives to make physical activity enjoyable for students. One component of finding joy in movement is recognizing the positive intrinsic feelings students have while moving.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What happens when you place a force on your feet? What types of force can you use when moving? What is a positive feeling you might have while moving?</p>						
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p> <p>Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p>						
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>K.2.SD1. Explore travel in general space with different speeds. K.5.SE1. Explore enjoyable physical activities. 1.2.SD1. Differentiate between fast and slow speeds as well as light and strong force. 1.5.SE1. Describe positive feelings that result from participating in physical activities. 2.2.SD1. Vary time and force with gradual increases and decreases. 2.5.SE1. Identify physical activities that provide self-expression.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Force</td> <td>Speed</td> <td>Enjoyment</td> </tr> <tr> <td>Positive</td> <td>Jumping</td> <td>Space</td> </tr> </table>	Force	Speed	Enjoyment	Positive	Jumping	Space
Force	Speed	Enjoyment					
Positive	Jumping	Space					
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>LA – Letter recognition Math – Shape identification, $\frac{1}{4}$ and $\frac{1}{2}$ turns, diameter, radius Science – Animal recognition and movement patterns</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-1-8-Movement%20Skills%20and%20Concepts-TC2.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/kMNwQD</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>							