

# FAYETTE COUNTY PUBLIC SCHOOLS

## Unit Framework for Physical Education – K-2

Unit (Number)	Orientation						
<p><b>Big Ideas</b> What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Motor skills like locomotor skills are fundamental to human movement. These skills, including walking, are introduced, taught, and refined throughout the physical education program. Also, the concept of physical fitness is built on with students learning cardiovascular and muscular strength activities.</p>						
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Why is it important to learn motor skills like walking? What are the cues for walking like an adult? What concepts of physical fitness can you describe?</p>						
<p><b>Power Standards</b> 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><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><b>K.1.L1.</b> Explore a variety of locomotor movements, travelling in different directions. <b>K.3.PA1.</b> Identify a variety of ways to be physically active at school and home. <b>1.1.L1.</b> Perform a variety of locomotor movements using different body parts. <b>1.3.PA1.</b> Identify reasons for participating in daily physical activity. <b>2.1.L1.</b> Perform a variety of locomotor movements traveling in different directions, at different speeds and in different pathways. <b>2.3.PF2.</b> Describe different activities that improve strength of the heart and lungs.</p>						
<p><b>Essential Vocabulary</b> What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Locomotor</td> <td>Walking</td> <td>Fitness</td> </tr> <tr> <td>Cardiovascular</td> <td>Muscular Strength</td> <td>SPacing</td> </tr> </table>	Locomotor	Walking	Fitness	Cardiovascular	Muscular Strength	SPacing
Locomotor	Walking	Fitness					
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<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Shape recognition Health – Body part identification LA – Vocabulary and contrasting terms</p>						
<p><b>Assessing Learning</b> How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p><a href="https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-6-Movement%20Skills%20and%20Concept-TC2.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-6-Movement%20Skills%20and%20Concept-TC2.pdf</a></p>						
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/9Zvgvq">https://www.dynamicpeasap.com/dynamic-pe-plans/9Zvgvq</a></p>						
<p><b>**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.</b></p>							