

# 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 such as throwing and the throwing motion are used in a variety of sports and physical activities. Also, throwing is a difficult skill that many students have little experience performing. Thus, during physical education students will experience several lessons in which throwing is taught and other lessons in which students have the opportunity to practice throwing in various settings. While teaching throwing students will learn the importance of challenging themselves. Further the role of physical activity and health will be discussed during the fitness component of the lesson.</p>						
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>How does a challenging activity help you get better? How is throwing challenging for you? If throwing is challenging, how do you get better? How can you practice your throwing outside of PE?</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 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.  Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p>						
<p><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><b>K.3.PF1.</b> Identify the importance of daily activity. <b>K.5.C1.</b> Acknowledge that some physical activities are challenging. <b>1.3.PA1.</b> Identify reasons for participating in daily physical activity. <b>1.5.C1.</b> Recognize that challenge in physical activity can lead to success. <b>2.3.PA1.</b> Identify opportunities to participate in physical activity in various settings. <b>2.5.C1.</b> Compare physical activities that bring confidence and challenge.</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>Throwing</td> <td>Physical Activity</td> <td>Challenge</td> </tr> <tr> <td>Easy</td> <td>Hard</td> <td>Practice</td> </tr> </table>	Throwing	Physical Activity	Challenge	Easy	Hard	Practice
Throwing	Physical Activity	Challenge					
Easy	Hard	Practice					
<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Jumping to perform shapes, identifying the perimeter Science – Force and velocity when throwing Science – Various weather patterns</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-1-3-Throwing-IQ5.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-3-Throwing-IQ5.pdf</a></p>						
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/EZm4QQ">https://www.dynamicpeasap.com/dynamic-pe-plans/EZm4QQ</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>							

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