

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>Body management skills apply to all areas of movement. Once specific skill is balance. Throughout physical education students learn a variety of strategies for improving balance. They also have the opportunity to explore and practice balancing in many contexts.</p> <p>The ability to work with others responsibly is foundational in physical education. Thus, these skills are practiced in many contexts including during gymnastics.</p>									
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Why is it important to learn how to balance? What are the cues to help balance better? How can you be responsible while working with a partner?</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.BM1. Maintain momentary stillness on different bases of support and transfers weight from one foot to another. K.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others. 1.1.BM1. Perform a variety of balances using different body parts. 1.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others. 2.1.BM1. Perform a variety of balances using different body parts with and without equipment. 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>	<table border="0"> <tr> <td>Balance</td> <td>Gymnastics</td> <td>Safety</td> </tr> <tr> <td>Responsibility</td> <td>Practice</td> <td></td> </tr> <tr> <td>Body Management</td> <td></td> <td></td> </tr> </table>	Balance	Gymnastics	Safety	Responsibility	Practice		Body Management		
Balance	Gymnastics	Safety								
Responsibility	Practice									
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Shape recognition, distance, quadrants LA – Contrasting terms Science – Flowers, balance,</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-1-28-Gymnastics%20Skills-SA5.pdf</p>									
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/NZILZX</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.***