

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>Long rope jumping is a manipulative skill under the umbrella of motor skills. Students first learn to jump a rope or line on the ground. Rope turning (manipulative) is taught independent of jumping. Finally at the K-2 level students learn basic "tic toc" jumping and full turn jumping. This skill requires cooperation with a partner and small group.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What are the important cues for jumping a rope? Why is the rope turner important when jumping a long rope? How is cooperation important when long rope jumping?</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 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.MS1. Explore manipulative skills with a variety of objects using performance cues. K.4.SW1. Share equipment and space with others in physical activity settings. 1.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. 1.4.SW1. Work with others independently in a variety of physical activity settings. 2.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. 2.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Long Rope</td> <td>Turning</td> <td>Cooperation</td> </tr> <tr> <td>Cadence</td> <td>Timing</td> <td>Turner</td> </tr> </table>	Long Rope	Turning	Cooperation	Cadence	Timing	Turner
Long Rope	Turning	Cooperation					
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>LA – Reading signs, choral response, letters Math – Horizontal, shape recognition Science – pendulum, weather</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-1-14-Long%20Jump%20Ropes-WE1.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/ryg1QB</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>							

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