

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>Motor skill such as dribbling, catching, tossing, and rolling can be taught using a playground ball. In the K-2 years of physical education students explore a variety of skills and challenges. Simple game tactics and strategies are also introduced</p> | | | |
| <p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p> | <p>What motor skills can you demonstrate using your hands and a playground ball? What activities can you use motor skills like these to play? Which cues help you the most when catching a playground ball? What strategy did you use during the game?</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 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</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.2.SP1. Explore the difference between personal and general space. 1.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. 1.2.ST1. Apply a variety of simple tactics to increase chances of success while exploring physical activities. 2.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. 2.2.ST1. Apply a variety of simple tactics to increase chances of success during the performance of physical activities.</p> | | | |
| <p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p> | <table border="0"> <tr> <td>Catching Strategy</td> <td>Tossing Spacing</td> <td>Bounce Dribble</td> </tr> </table> | Catching Strategy | Tossing Spacing | Bounce Dribble |
| Catching Strategy | Tossing Spacing | Bounce Dribble | | |
| <p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p> | <p>LA – Verbs and contrasting terms Math – Counting, midpoint, $\frac{1}{4}$ and $\frac{1}{2}$ turns</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-1-5-Manipulative%20skills%20using%20Playground%20Balls-TC1.pdf</p> | | | |
| <p>Instructional Strategies and Other Resources</p> | <p>https://www.dynamicpeasap.com/dynamic-pe-plans/WypdyB</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> | | | | |