

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 skills, including locomotor skills, are used in many activities. These skills are used in a variety of settings thus students learn to use them in a variety of contexts. Also, students learn to combine skills in sequences and using a variety of pathways. Locomotor skills as they relate to objects are also taught.</p>									
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>How can you use locomotor skills to be active? What pathways can you use to move around objects? How can you move in relationship to an object?</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.L1. Explore a variety of locomotor movements, travelling in different directions. K.2.PS1. Explore pathways, levels and relationships. 1.1.L1. Perform a variety of locomotor movements using different body parts. 1.2.PS1. Travel with objects, demonstrating a variety of pathways, levels and relationships to their environment. 2.1.L1. Perform a variety of locomotor movements traveling in different directions, at different speeds and in different pathways. 2.2.PS1. Combine shapes, levels and pathways into travel sequences.</p>									
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Skipping</td> <td>Galloping</td> <td>Over</td> </tr> <tr> <td>Under</td> <td>Around</td> <td>Combination</td> </tr> <tr> <td>Relationships</td> <td>Pathways</td> <td></td> </tr> </table>	Skipping	Galloping	Over	Under	Around	Combination	Relationships	Pathways	
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>LA – Vocabulary, Listening Math – Skip counting, Quadrants Science – Temperature</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-1-19-Movement%20Skills-TC2.pdf</p>									
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/kQDLQI</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>										