

# 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>Fundamental locomotor skills such as hopping are used in a variety of activities. Students first learn the cues and engage in specific activities to refine those skills. They then progress to hopping while exploring movements with added challenges.</p> <p>Learning strategies to use during games is an important component of physical education. This is introduced to students using low-organized, simple games.</p>						
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What are the cues for hopping? When might you use hopping in other activities? Why are strategies important when playing games?</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 1: Demonstrate competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p>						
<p><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><b>K.1.L1.</b> Explore a variety of locomotor movements, travelling in different directions. <b>K.2.SP1.</b> Explore the difference between personal and general space. <b>1.1.L1.</b> Perform a variety of locomotor movements using different body parts. <b>1.2.ST1.</b> Apply a variety of simple tactics to increase chances of success while exploring physical activities. <b>2.1.L1.</b> Perform a variety of locomotor movements traveling in different directions, at different speeds and in different pathways. <b>2.2.ST1.</b> Apply a variety of simple tactics to increase chances of success during the performance of physical activities.</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>Hopping</td> <td>Strategies</td> <td>Games</td> </tr> <tr> <td>Rules</td> <td>Spacing</td> <td>Balance</td> </tr> </table>	Hopping	Strategies	Games	Rules	Spacing	Balance
Hopping	Strategies	Games					
Rules	Spacing	Balance					
<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Number sequence, circumference, quadrants LA – Letter recognition, contrasting terms,</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-1-22-Movement%20Skills%20and%20Concepts-WE1.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-22-Movement%20Skills%20and%20Concepts-WE1.pdf</a></p>						
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/jZbXMk">https://www.dynamicpeasap.com/dynamic-pe-plans/jZbXMk</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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