

# 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>Previous lessons in the K-2 program involved learning several ball related skills. Partner manipulative activities are an idea for furthering those skills while simultaneously working on responsible behavior when working with a partner. Promoting physical activity by encouraging others is also taught and encouraged.</p>									
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What manipulative skills can you do with a partner? Why is important to be responsible when working with a partner? How can you encourage your partner?</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 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.  Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p>									
<p><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><b>K.4.SA1.</b> Follow teacher directions for safe participation and proper use of equipment, independently and with others. <b>K.5.A1.</b> Recognize the importance of promoting physical activity. <b>1.4.SW1.</b> Work with others independently in a variety of physical activity settings. <b>1.5.A1.</b> Explore opportunities that encourage others to be physically active. <b>2.4.SW1.</b> Work with others independently in partner environments. <b>2.5.A1.</b> Identify various ways to encourage peers to be physically active.</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>Partner</td> <td>Manipulative</td> <td>Responsible</td> </tr> <tr> <td>Cooperation</td> <td>Encourage</td> <td>Promote</td> </tr> <tr> <td>Advocate</td> <td></td> <td></td> </tr> </table>	Partner	Manipulative	Responsible	Cooperation	Encourage	Promote	Advocate		
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<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Shapes, Perimeter, Parallel LA – Listening Science – Weather patterns, Animal recognition</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-1-24-Partner%20Manipulative%20Activities%20Using%20Balls-SA4.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-24-Partner%20Manipulative%20Activities%20Using%20Balls-SA4.pdf</a></p>									
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/vMrwQD">https://www.dynamicpeasap.com/dynamic-pe-plans/vMrwQD</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>										