

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>Catching is a fundamental motor skill that students learn “cephalocaudal” or from the inside out. After learning to catch with their hands, students learn to catch with a short handled scoop. This involves exploration and short bouts of practice.</p> <p>Students learn to challenge themselves throughout the physical education program. Challenge involves exploring, learning the lack of success can be learned from, and perseverance is important when learning.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What are the cues for catching with a scoop? Which hand is easier for you to catch with? Why? Why is it important to challenge yourself when learning skills?</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.</p> <p>Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</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.5.C1. Acknowledge that some physical activities are challenging. 1.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. 1.5.C1. Recognize that challenge in physical activity can lead to success. 2.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. 2.5.C1. Compare physical activities that bring confidence and challenge.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Catch</td> <td>Skipping</td> <td>Support</td> </tr> <tr> <td>Challenge</td> <td>Scoop</td> <td>Etiquette</td> </tr> </table>	Catch	Skipping	Support	Challenge	Scoop	Etiquette
Catch	Skipping	Support					
Challenge	Scoop	Etiquette					
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Skip counting, odds & evens, factors LA – Contrasting terms, syllables Science – Acceleration, Deceleration</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-1-21-Movement%20Skills%20and%20Concepts-SA1.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/2735Mr</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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