

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>Non-locomotor skills are motor skills that can be accomplished while stationary. These skills are used in a variety of activities and are taught at the foundational level early in the physical education experiences.</p> <p>Movement principles such as force are important to learn. The principles are used in many movements and knowledge of these principles can enhance the physical activity experience.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What are non-locomotor movements? How are non-locomotor movements used every day? How can you apply different forces while moving?</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 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.NL1. Explore non-locomotor skills, using different body parts. K.2.SD1. Explore travel in general space with different speeds. 1.1.NL1. Perform a variety of non-locomotor skills, using different body parts at different levels. 1.2.SD1. Differentiate between fast and slow speeds as well as light and strong force. 2.1.NL1. Perform non-locomotor skills, with and without equipment. 2.2.SD1. Vary time and force with gradual increases and decreases.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Non-locomotor</td> <td>Twist</td> <td>Turn</td> </tr> <tr> <td>Stretch</td> <td>Force</td> <td>Relaxing</td> </tr> </table>	Non-locomotor	Twist	Turn	Stretch	Force	Relaxing
Non-locomotor	Twist	Turn					
Stretch	Force	Relaxing					
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Quadrants, skip counting, time recognition LA – Reading signs, Letter recognition Science – Animal movements</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-1-26-Movement%20Skills%20and%20Concepts-TC2.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/qM09Q6</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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