

# 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>Manipulative skills such as dribbling, passing, and catching are used in a variety of activities. Basketball is a potential lifetime activity for students that includes these skills. Students learn foundational skills with an emphasis on successful, enjoyable experiences.</p> <p>Encouraging others to engage in physical activity is learned by students early in the program. Students are encouraged to engage in physical education activities at recess and at home when possible.</p>						
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What motor skills do you use in basketball? What cues do you use when passing a basketball? How could you encourage your peers to play basketball at recess or at home?</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 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.1.MS1.</b> Explore manipulative skills with a variety of objects using performance cues. <b>K.5.A1.</b> Recognize the importance of promoting physical activity. <b>1.1.MS1.</b> Demonstrate manipulative skills with a variety of objects using appropriate performance cues. <b>1.5.A1.</b> Explore opportunities that encourage others to be physically active. <b>2.1.MS1.</b> Demonstrate manipulative skills with a variety of objects using appropriate performance cues. <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>Basketball</td> <td>Encourage</td> <td>Advocate</td> </tr> <tr> <td>Dribble</td> <td>Pass</td> <td>Peers</td> </tr> </table>	Basketball	Encourage	Advocate	Dribble	Pass	Peers
Basketball	Encourage	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 – Midpoint, Geometric shapes, perimeter Science – Force LA - Listening</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-1-18-Manipulative%20Skills%20Basketball%20Related-TQ1.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-18-Manipulative%20Skills%20Basketball%20Related-TQ1.pdf</a></p>						
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/9ML8ME">https://www.dynamicpeasap.com/dynamic-pe-plans/9ML8ME</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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