

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>Jumping a rope is a basic physical education activity. The skill of jumping as well as rope turning are integrated into an activity that can be used for enjoyment, rhythmic activities, or fitness throughout life.</p> <p>One potential benefit of jumping rope is enhanced cardiovascular endurance. Students are taught about all components of fitness, including cardiovascular endurance and how these activities impact the body.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What happens to your body when you jump rope? What are the cues for jumping a self-turned rope? Why do you think some people enjoy jumping rope?</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 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>						
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>K.1.L1. Explore a variety of locomotor movements, travelling in different directions. K.3.PF2. Recognize that moving increases heart and respiratory rate. 1.1.L1. Perform a variety of locomotor movements using different body parts. 1.3.PF2. Relate intensity to increased heart rate and muscle endurance. 2.1.L1. Perform a variety of locomotor movements traveling in different directions, at different speeds and in different pathways. 2.3.PF2. Describe different activities that improve strength of the heart and lungs.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Jumping Rope</td> <td>Turning</td> <td>Lungs</td> </tr> <tr> <td>Cardiovascular</td> <td>Heart</td> <td>Fitness</td> </tr> </table>	Jumping Rope	Turning	Lungs	Cardiovascular	Heart	Fitness
Jumping Rope	Turning	Lungs					
Cardiovascular	Heart	Fitness					
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Addition, Subtraction, Shapes, Parallel LA – Vocabulary, Reading signs, Word recognition, Letter recognition</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-1-29-%20Individual%20Rope%20Jumping%20Skills-WE3.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/VMEWZA</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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