

# 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>Gymnastics offer the opportunity to teach a variety of motor skills and principles within the same lesson. Specifically, weight transfer and balance can be taught using a variety of learning experiences. The experiences progress from easy to difficult and can be applied during other lessons to enhance performance.</p>						
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What is our main safety rule during gymnastics? How many ways can you transfer weight from one body part to another? What activities require you to transfer weight besides gymnastics? What activities besides gymnastics require good balance?</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><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><b>K.1.BM1.</b> Maintain momentary stillness on different bases of support and transfers weight from one foot to another. <b>K.1.BM2.</b> Transfer weight from one foot to the other. <b>1.1.BM1.</b> Perform a variety of balances using different body parts. <b>1.1.BM2.</b> Transfer weight from one body part to another with control. <b>2.1.BM1.</b> Perform a variety of balances using different body parts with and without equipment. <b>2.1.BM2.</b> Transfer weight to different body parts using control, with and without equipment.</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>Balance</td> <td>Weight Transfer</td> <td>Control</td> </tr> <tr> <td>Gymnastics</td> <td>Motor Skills</td> <td></td> </tr> </table>	Balance	Weight Transfer	Control	Gymnastics	Motor Skills	
Balance	Weight Transfer	Control					
Gymnastics	Motor Skills						
<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Fractions LA – Reading signs, contrasting terms Science – Balance, weight, animal movements</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-1-15-Gymnastics%20Skills-TC1.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-15-Gymnastics%20Skills-TC1.pdf</a></p>						
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/XMw9Zp">https://www.dynamicpeasap.com/dynamic-pe-plans/XMw9Zp</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>							