

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>A variety of motor skills, including manipulative skills with short handled implements are taught in physical education. Skills using racquets/paddles can be used in a variety of activities and are introduced. Students explore striking and controlling the paddles.</p> <p>Learning new skills requires feedback. Students learn about feedback, how to receive feedback, and how to use feedback. Their feelings about getting feedback are also explored.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What activities can you use a paddle or racquet? How is using a racquet different from using your hand to strike an object? Why is feedback important for learning a skill?</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 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.</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.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others. 1.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. 1.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others. 2.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. 2.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Striking</td> <td>Racquet</td> <td>Paddle</td> </tr> <tr> <td>Feedback</td> <td>Learning</td> <td></td> </tr> </table>	Striking	Racquet	Paddle	Feedback	Learning	
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Shape recognition, Circumference LA – Reading signs, relational terms, contrasting terms</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-1-35-Movement%20Skills%20and%20Concepts-TQ4.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/2M7oMz</p>						

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*****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.***