

# 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>Learning to cooperate and work together is an important outcome of physical education. This involves following directions, listening, and sharing ideas. It also includes working together as a group towards a common goal. As students learn skills in physical education it is important they learn to sequence these activities with other skills in more complex activities.</p>						
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>How can you demonstrate you are cooperating with another person? What happens if we decide not to cooperate? Why is it important to learn to put individual skills together in a sequence?</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 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p> <p>Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.</p>						
<p><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><b>K.2.PS1.</b> Explore pathways, levels and relationships. <b>K.4.SW1.</b> Share equipment and space with others in physical activity settings. <b>1.2.PS1.</b> Travel with objects, demonstrating a variety of pathways, levels and relationships to their environment. <b>1.4.SW1.</b> Work with others independently in a variety of physical activity settings. <b>2.2.PS1.</b> Combine shapes, levels and pathways into travel sequences. <b>2.4.SA1.</b> Follow teacher directions for safe participation and proper use of equipment, independently and with others.</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>Cooperate</td> <td>Listen</td> <td>Together</td> </tr> <tr> <td>Sequence</td> <td>Combine</td> <td>Goals</td> </tr> </table>	Cooperate	Listen	Together	Sequence	Combine	Goals
Cooperate	Listen	Together					
Sequence	Combine	Goals					
<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>LA – Reading signs, contrasting terms Math – Angles, Shape recognition Health – Body part identification</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-1-10-Parachute%20Movement-WE4.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-10-Parachute%20Movement-WE4.pdf</a></p>						
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/zyKqQ8">https://www.dynamicpeasap.com/dynamic-pe-plans/zyKqQ8</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>							

# FAYETTE COUNTY PUBLIC SCHOOLS

---

## Unit Framework for Physical Education – K-2