

# 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>Throwing is a motor skill, specifically a manipulative skills, students learn early in the program and continue to refine. Previously students learn the foundations of throwing which are consistently reviewed and challenges added. Challenges include throwing to a partner which requires a degree of accuracy.</p> <p>Students have been introduced to fitness components and concepts in previous lessons. They will learn the relationship between some activities and their heart rate.</p>						
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>How does your heart react to high intensity activities? Why is it important to be able to throw to a partner? What do you have to do to make sure your throw goes to your partner?</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. Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</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.3.PF2.</b> Recognize that moving increases heart and respiratory rate. <b>1.1.MS1.</b> Demonstrate manipulative skills with a variety of objects using appropriate performance <b>1.3.PF2.</b> Relate intensity to increased heart rate and muscle endurance. <b>2.1.MS1.</b> Demonstrate manipulative skills with a variety of objects using appropriate performance <b>2.3.PF2.</b> Describe different activities that improve strength of the heart and lungs.</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>Throwing</td> <td>Cardiovascular</td> <td>Heart Rate</td> </tr> <tr> <td>Accurate</td> <td>Pulse</td> <td>Progress</td> </tr> </table>	Throwing	Cardiovascular	Heart Rate	Accurate	Pulse	Progress
Throwing	Cardiovascular	Heart Rate					
Accurate	Pulse	Progress					
<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Science – velocity Math – Skip counting, geometric shapes LA – Letter recognition, patterns</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-1-17-Throwing%20Skills-TC1.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-17-Throwing%20Skills-TC1.pdf</a></p>						
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/4y4zQN">https://www.dynamicpeasap.com/dynamic-pe-plans/4y4zQN</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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