

# 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>Motor skills include body management skills such as rolling and transferring weight. Students are introduced to these skills through gymnastics lessons. Pathways and movement sequences are also taught as students learn to combine motor skills.</p>						
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Why is it important to learn to move your weight from body part to body part? What types of pathways can you use during gymnastics? When you move from one movement to another, how do you move to be safe?</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 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p>						
<p><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><b>K.1.BM2.</b> Transfer weight from one foot to the other. <b>K.2.PS1.</b> Explore pathways, levels and relationships. <b>1.1.BM2.</b> Transfer weight from one body part to another with control. <b>1.2.SD1.</b> Differentiate between fast and slow speeds as well as light and strong force. <b>2.1.BM2.</b> Transfer weight to different body parts using control, with and without equipment. <b>2.2.PS1.</b> Combine shapes, levels and pathways into travel sequences.</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>Gymnastics</td> <td>Rolling</td> <td>Weight Transfer</td> </tr> <tr> <td>Safety</td> <td>Travel</td> <td>Sequence</td> </tr> </table>	Gymnastics	Rolling	Weight Transfer	Safety	Travel	Sequence
Gymnastics	Rolling	Weight Transfer					
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<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Counting Science – Momentum, Weight Transfer LA - Reading</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-1-7-Gymnastics-SA1.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-7-Gymnastics-SA1.pdf</a></p>						
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/0MW4Qk">https://www.dynamicpeasap.com/dynamic-pe-plans/0MW4Qk</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>							