

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>Locomotor movements are combined with movement principles including levels and pathways to perform rhythmic activities. Students are exposed to teacher led and student created rhythmic movements during physical education. During this time students learn the value of self-expression.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>How can you combine locomotor movements and move to music? Why is it important to watch and listen to the teacher when learning dances? What music do you like to use to dance and express yourself?</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 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p> <p>Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p>						
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>K.1.L1. Explore a variety of locomotor movements, travelling in different directions. K.2.PS1. Explore pathways, levels and relationships. K.5.SE1. Explore enjoyable physical activities. 1.1.L1. Perform a variety of locomotor movements using different body parts. 1.2.PS1. Travel with objects, demonstrating a variety of pathways, levels and relationships to their environment. 1.5.SE1. Describe positive feelings that result from participating in physical activities. 2.1.L1. Perform a variety of locomotor movements traveling in different directions, at different speeds and in different pathways. 2.5.SE1. Identify physical activities that provide self-expression.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Rhythmic</td> <td>Pathways</td> <td>Locomotor</td> </tr> <tr> <td>Tempo</td> <td>Self-expression</td> <td>Leader</td> </tr> </table>	Rhythmic	Pathways	Locomotor	Tempo	Self-expression	Leader
Rhythmic	Pathways	Locomotor					
Tempo	Self-expression	Leader					
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies – Cultural awareness Math – Counting Patterns LA - Listening</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-1-13-Rhythms-SA1.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/oQ6AMD</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.***