

# 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>It is essential that students learn the role of physical activity and health. One strategy is teaching students that ALL activities are good activities. Motor skills such as kicking, trapping, bowling, and rolling are foundational manipulative skills that will be used throughout the physical education program in a variety of activities.</p>									
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>How does physical activity make you healthy? What are physical activities that will make you healthy? What activities can you play that use kicking and trapping? What activities can you play that use bowling and rolling?</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.PF1.</b> Identify the importance of daily activity. <b>1.1.MS1.</b> Demonstrate manipulative skills with a variety of objects using appropriate performance cues. <b>1.3.PA1.</b> Identify reasons for participating in daily physical activity. <b>2.1.MS1.</b> Demonstrate manipulative skills with a variety of objects using appropriate performance cues. <b>2.3.PA1.</b> Identify opportunities to participate in physical activity in various settings.</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>Physical Activity</td> <td>Health</td> <td>Benefits</td> </tr> <tr> <td>Rolling</td> <td>Bowling</td> <td>Kicking</td> </tr> <tr> <td>Trapping</td> <td></td> <td></td> </tr> </table>	Physical Activity	Health	Benefits	Rolling	Bowling	Kicking	Trapping		
Physical Activity	Health	Benefits								
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Trapping										
<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Quadrants, shapes, LA – Letter sounds, Letter recognition Science – Animal habitats and movements</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-FIT-9-Fitness%20Challenges-TQ5.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-1-FIT-9-Fitness%20Challenges-TQ5.pdf</a></p>									
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/bMY1MJ">https://www.dynamicpeasap.com/dynamic-pe-plans/bMY1MJ</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>										