

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>Students are taught social behaviors to foster a positive learning environment such as complimenting others during lessons. Students learn many motor skills and are provided the opportunity to apply those skills in a variety of activities. When engaged in activities students are taught to analyze if they enjoy the activity and the social behaviors associated with that enjoyment.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>How can you make others feel better during physical education? What are the components of a good compliment? What motor skills are you applying for each activity? What are reasons you enjoy a specific activity?</p>						
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.</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.4.RE1. Recognize and follow the established rules, protocol and etiquette in physical education. K.5.S11. Explore social interaction through physical activity. 1.4.SW1. Work with others independently in a variety of physical activity settings. 1.5.S11. Recognize personal likes and dislikes regarding participation in physical activities with others. 2.4.SW1. Work with others independently in partner environments 2.5.S11. Identify the benefits of working cooperatively with others.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Compliment</td> <td>Enjoyment</td> <td>Recreation</td> </tr> <tr> <td>Social</td> <td>Respect</td> <td></td> </tr> </table>	Compliment	Enjoyment	Recreation	Social	Respect	
Compliment	Enjoyment	Recreation					
Social	Respect						
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>LA – Reading signs Math – Counting, addition, division Science - Speed</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-1-11-Recreational%20Activities-TQ5.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/pQP9Zl</p>						
<p>**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.</p>							

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