

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>Physical education experiences are designed to be both educative and to foster positive feelings about physical activity. While learning motor skills such as bending, stretching, and spacing, students learn to explore their own feelings about physical activity specifically focusing on activities that provide them positive feelings.</p> <p>At the foundation of valuing physical activity, it is important for students to understand the health benefits of engaging in physical activity on a regular basis. Students are introduced to the health benefits of regular physical activity early in their physical education experiences.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What are positive feelings? What positive feelings do you feel when active? What are the health benefits of physical 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 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</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.3.PF1. Identify the importance of daily activity. K.5.H1. Identify physical activity as a component of good health. 1.3.PF1. Identify the recommended amount of physical activity for children. 1.5.SE1. Describe positive feelings that result from participating in physical activities. 2.3.PF1. Identify the importance of daily physical activity and track the amounts in a variety of settings. 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>Feelings</td> <td>Health Benefits</td> <td>Regular</td> </tr> <tr> <td>Physical Activity</td> <td>Positive</td> <td></td> </tr> </table>	Feelings	Health Benefits	Regular	Physical Activity	Positive	
Feelings	Health Benefits	Regular					
Physical Activity	Positive						
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Factors, Skip counting, Segments LA – Adjectives, verbs, contrasting terms Science – Accelerate, decelerate, balance, weight</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-1-30-Movement%20Skills%20and%20Concepts-TQ5.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/9yGWyJ</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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