

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>Knowledge associated with movement concepts assist in the application and performance of skills. Students learn to push and pull objects using the movement concept of force. Balance is also analyzed and explored as it relates to various physical activities.</p> <p>The benefits of regular physical activity include social benefits. Students learn the term social and explore the benefits of being social as they relate to physical education and physical activity.</p>									
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>How does force relate to pushing and pulling an object? Why is balance important while being physically active? What are social benefits for 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 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance. 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.2.SD1. Explore travel in general space with different speeds. K.5.SI1. Explore social interaction through physical activity. 1.2.SD1. Differentiate between fast and slow speeds as well as light and strong force. 1.5.SI1. Recognize personal likes and dislikes regarding participation in physical activities with others. 2.2.SD1. Vary time and force with gradual increases and decreases. 2.5.SI1. 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>Push</td> <td>Pull</td> <td>Force</td> </tr> <tr> <td>Jump</td> <td>Social Benefits</td> <td>Physical Activity</td> </tr> <tr> <td>Balance</td> <td></td> <td></td> </tr> </table>	Push	Pull	Force	Jump	Social Benefits	Physical Activity	Balance		
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Jump	Social Benefits	Physical Activity								
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Degrees, Geometry, Shapes, LA – Opposites, adverbs</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-1-36-Movement%20Skills%20and%20Concepts-TQ5.pdf</p>									
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/EMBXZw</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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