

**Stage 1 – Desired Results**

*Related standard(s):*  
  
2.5.P.A.1  
2.5.P.A.2  
2.5.P.A.3

**Transfer**

*Students will be able to independently use their learning to...*

- All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**Meaning**

**Enduring Understandings (EUs)**

*Students will understand that...*

- Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

**Essential Questions (EQs)**

*Students will keep considering...*

- How can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?

**Grade Level Benchmarks**

**Knowledge**

*Students will know...*

- Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

**Skills**

*Students will be able to...*

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).

**COURSE:** Physical Education

**LEVEL:** Grade K

**UNIT/FOCUS:** Fitness

**Stage 1 - Desired Results**

*Related standard(s):*  
  
2.6.P.A.1  
2.6.P.A.2

**Transfer**

*Students will be able to independently use their learning to...*

- Apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Meaning**

**Enduring Understandings (EUs)**

*Students will understand that...*

- Children who regularly participate in physical activity tend to stay active throughout their lives.
- While there are immediate benefits including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun.
- In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life.
- Getting active and staying active is a key component of a healthy lifestyle.

**Essential Questions (EQs)**

*Students will keep considering...*

- Why is it so difficult to become healthy and physically fit?
- Why is it even harder to stay healthy and physically fit?
- How can I set challenging fitness goals that help me stay committed to wellness?

**Grade Level Benchmarks**

**Knowledge**

*Students will know...*

- Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

**Skills**

*Students will be able to...*

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).