

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Physical Education – 3-5

Unit (Number)	Orientation						
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Specific motor skills include manipulative skills. Handling long handled implements are a skill students will use in various physical activities including tennis, hockey, and softball. Learning these skills begins with exploration of long objects like wands and hoops.</p> <p>Students also learn spatial awareness including moving in relation to an object. Exploring strategies for moving over, under, and around objects is integral to learning these skills.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What types of objects can you manipulate with your hands? How have you learned to manipulate objects in physical education? Why are we starting with manipulating hoops and wands?</p>						
<p>Power Standards 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.</p> <p>Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p>						
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>3.1.MS1. Demonstrate manipulative skills using a variety of objects with a partner by demonstrating appropriate performance cues. 3.2.SP1. Apply the concepts of general and personal space to movement. 4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. 4.2.SP1. Combine spatial concepts with combination movements for small group activities in a variety of environments. 5.1.MS1. Apply manipulative skills in game-like situations using various objects. 5.2.SP1. Apply spatial concepts and combination skills in game-like situations.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Long-Handled</td> <td>Progressions</td> <td>Motor Skills</td> </tr> <tr> <td>Wands</td> <td>Spacing</td> <td>Relational</td> </tr> </table>	Long-Handled	Progressions	Motor Skills	Wands	Spacing	Relational
Long-Handled	Progressions	Motor Skills					
Wands	Spacing	Relational					
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Midpoint, degrees in a circle, vertical, Odd and even Math facts, $\frac{1}{4}$ and $\frac{1}{2}$ turns, area of a shape</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-2-2-Manipulative%20Skills%20Using%20Wands%20and%20Hoops-SA2.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/IZVdM7</p>						

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*****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.***