

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>Throwing is a motor skill students will use in a variety of settings. This motion is also the foundation for other racquet skills. After students learn the fundamentals of throwing during the primary years, throwing for velocity and accuracy are explored and taught. These will apply to game situations using throwing throughout physical education.</p> <p>Overloading is a principle of fitness and this requires students to challenge themselves. This process begins by recognizing that some fitness activities are more challenging than others.</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Why is the throwing important to learn? How is throwing to a wall easier than throwing to a partner? What makes a fitness activity challenging for you?</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. 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>3.1.MS1. Demonstrate manipulative skills using a variety of objects with a partner by demonstrating appropriate performance cues. 3.5.C1. Discuss the challenge that comes with learning new activities. 4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. 4.5.C1. Rate the enjoyment of participating in challenging and mastered physical activities. 5.1.MS1. Apply manipulative skills in game-like situations using various objects. 5.5.C1. Express the enjoyment and/or challenge of participating in a physical activity.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>Accuracy Overload Progression Throwing Partner</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Addition, perpendicular, skip counting Science – Velocity</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-2-3-Throwing%20Skills-TC1.pdf</p>
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/kQxAZr</p>

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Physical Education – 3-5

*****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.***