

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>Football relate skills include throwing, catching, and locomotor movements as well as movement concepts and strategies. Students learned to apply these previous learned skills in a game they play at recess, on a team, or informally at home.</p> <p>Cooperation is an integral part of learning football related skills while working with a partner. Students learn to articulate the importance of working together, despite skill differences, to accomplish tasks.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What skills are used to play football? How do you apply those skills to play a game of football? Why is it important to cooperate with your partner, regardless of their skill level, to get better at football?</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 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.</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. *</p> <p>3.4.SW1. Work cooperatively and communicate positively with others in physical education, regardless of skill level.</p> <p>4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues.</p> <p>4.4.SW1. Encourage and accept all peers in a variety of physical activities.</p> <p>5.1.MS1. Apply manipulative skills in game-like situations using various objects.</p> <p>5.4.SW1. Accept, recognize and actively involve others, with both higher and lower skill abilities, into physical activities and group projects.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Throwing</td> <td>Catching</td> <td>Football</td> </tr> <tr> <td>Cooperate</td> <td>Different</td> <td>Accomplish</td> </tr> </table>	Throwing	Catching	Football	Cooperate	Different	Accomplish
Throwing	Catching	Football					
Cooperate	Different	Accomplish					
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Geometry, skip counting, parallel lines, measurement LA – Reading signs</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-2-4-Football%20Skills-SA4.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/OyapZb</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.***