

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>Students are oriented to physical education expectations and protocol early in the school year. It is essential that these be established to ensure efficient lessons in a safe learning environment for all students. Students also learn why rules and expectations are needed.</p> <p>To provide context for the physical education orientation students explore and practice previously learned motor skills, specifically locomotor skills.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What makes a motor skill a locomotor skill? What are the fundamental locomotor skills you have learned? Why are rules essential in physical education?</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.L1. Perform, alone and with others, a variety of locomotor movements at different levels and in different pathways and directions, with and without equipment. 3.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education. 4.1.L1. Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways and traveling in different directions. 4.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education. 5.1.L1. Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels and using different pathways in game-like situations. 5.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Protocol</td> <td>Expectations</td> <td>Locomotor</td> </tr> <tr> <td>Rules</td> <td>Etiquette</td> <td>Pathways</td> </tr> </table>	Protocol	Expectations	Locomotor	Rules	Etiquette	Pathways
Protocol	Expectations	Locomotor					
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Skip Counting, Parallel LA – Listening skills</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-2-1-Orientation%20&%20Management-WE4.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/wM9nQ2</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.**