

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>Softball is a social activity that many play well into adulthood. Throwing is a motor skill that has many applications for physical activity. Specific to softball, students learn to throw to a partner with accuracy which offers many strategic benefits.</p> <p>Safety while playing softball is important and offers some unique situations with the use of long handled implements such as bats and balls being thrown.</p>									
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>How is throwing used in softball? What are the cues to throwing? How are rules and procedures used to make softball more safe?</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. 3.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others. 4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. 4.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others. 5.1.MS1. Apply manipulative skills in game-like situations using various objects. 5.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others.</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>Bat</td> </tr> <tr> <td>Striking</td> <td>Rules</td> <td>Procedures</td> </tr> <tr> <td>Safety</td> <td></td> <td></td> </tr> </table>	Throwing	Catching	Bat	Striking	Rules	Procedures	Safety		
Throwing	Catching	Bat								
Striking	Rules	Procedures								
Safety										
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math –Adverbs, Vocabulary, Prepositions Science – Arch, scoring</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-2-35-Softball%20skills-WE4.pdf</p>									
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/PyRVmy</p>									
<p>**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.</p>										

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Physical Education – 3-5