

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>Soccer is the most popular sport in the world. It can be modified for any age or skill level making in an excellent lifelong physical activity. Soccer can be played at recess, on a formal team, or in neighborhoods with any number of players. For most students, motor skills, specifically manipulative, using the feet are novel and require extensive repetition and refinement.</p> <p>Physical activity offers many health benefits including social, mental, and physical health. This knowledge helps students see the benefits of movement as the pursue their journey of physical literacy.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What are the motor skills used during soccer? Why is soccer considered a lifelong physical activity? What are the health benefits of regular physical activity?</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 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.H1. Explain the health benefits of participating in physical activity. 4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. 4.5.H1. Compare the health benefits of various physical activities. 5.1.MS1. Apply manipulative skills in game-like situations using various objects. 5.5.H1. Develop a personal implementation plan outlining physical activities and their health benefits.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Soccer</td> <td>Futball</td> <td>Kicking</td> </tr> <tr> <td>Dribbling</td> <td>Health Benefits</td> <td>Lifetime</td> </tr> </table>	Soccer	Futball	Kicking	Dribbling	Health Benefits	Lifetime
Soccer	Futball	Kicking					
Dribbling	Health Benefits	Lifetime					
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>LA – Reading signs Math – Area and perimeter, even & odds, diagonal Social Studies – Cultural awareness</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-2-8-Soccer%20skills-PA1.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/WyeXRZ</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.***