

# FAYETTE COUNTY PUBLIC SCHOOLS

## Unit Framework for Physical Education – 3-5

Unit (Number)	Orientation									
<p><b>Big Ideas</b> What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>While students further refine and apply their soccer skills, they also refine their perceptions of enjoyment for physical activity. Specifically students explore ranking physical activities based on enjoyment and discussing why they ranked activities where they did.</p> <p>Healthy lifestyles include physical activity and health nutritional choices. In the intermediate curriculum students are introduced to nutritional concepts such as a balanced diet, nutrition, and nutritional needs for physical activity.</p>									
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>How can you get better at soccer skills? What does it mean to rank something? How does nutrition relate to physical activity?</p>									
<p><b>Power Standards</b> Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p>									
<p><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><b>3.3.N1.</b> Identify a variety of nutritious food choices from each food group that will help balance the body before and after physical activity. <b>3.5.SE1.</b> Explain how physical activities are enjoyable. <b>4.3.N1.</b> Discuss the importance of hydration choices relative to physical activities. <b>4.5.SE1.</b> Rank the enjoyment of participating in various physical activities. <b>5.3.N1.</b> Analyze the impact of food choices relative to physical activity, sports and personal health. <b>5.5.SEE1.</b> Analyze different physical activities for enjoyment and challenge identifying reasons for a positive or negative response.</p>									
<p><b>Essential Vocabulary</b> What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Ranking</td> <td>Nutrition</td> <td>Balanced diet</td> </tr> <tr> <td>Hydration</td> <td>Soccer</td> <td>Apply</td> </tr> <tr> <td>Practice</td> <td></td> <td></td> </tr> </table>	Ranking	Nutrition	Balanced diet	Hydration	Soccer	Apply	Practice		
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Practice										
<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Right triangles, Estimation LA – Reading signs, contrasting terms Science - Intensity</p>									
<p><b>Assessing Learning</b> How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p><a href="https://www.dynamicpeasap.com/assets/media/assessments/DPE-2-9-Soccer%20Skills-WE5.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-2-9-Soccer%20Skills-WE5.pdf</a></p>									
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/JQnGGZ">https://www.dynamicpeasap.com/dynamic-pe-plans/JQnGGZ</a></p>									
<p><b>**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.</b></p>										

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