

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>Motor skills learned during gymnastics lessons have many uses in other activities. Skills such as balance, weight transfer, animal movements, and rolling apply to other games and activities learned in physical education. These skills are foundational to lifelong physical activity and motor competence for students.</p> <p>Safety is taught during all physical education lessons. Students are taught be aware of their surroundings and offered choices of activities to ensure they are engaging in skills they are comfortable attempting.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What are ways in which you balance during physical education? What types of balance can be done with a partner? What types of balances and weight transfer can you use with a partner? How do you demonstrate safe work with a partner?</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.BM1. Perform a variety of controlled transitions in movement, with and without equipment. 3.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others. 4.1.BM1. Perform a variety of controlled transitions between balances with partners. 4.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others. 5.1.BM1. Perform controlled transfers of weight in a variety of physical activities. 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>Gymnastics</td> <td>Balance</td> <td>Weight Transfer</td> </tr> <tr> <td>Safety</td> <td>Combination</td> <td>Stunt</td> </tr> </table>	Gymnastics	Balance	Weight Transfer	Safety	Combination	Stunt
Gymnastics	Balance	Weight Transfer					
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Degrees, $\frac{1}{4}$ and $\frac{1}{2}$ turns, circumference Science – Balance, weight transfer, prediction LA – Reading signs, letter recognition</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-2-7-Gymnastics%20skills-SA4.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/KZ52ya</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.***