

# 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>Game play offers great potential for lifelong physical activity. To play most games students must have a basic understanding of strategy. Thus, students are taught fundamental strategies that apply to many games and thus enhance their chances of success and continue participation in physical activity</p> <p>Cooperation is an essential component of engaging in physical activity. This includes respectful behavior and socially responsible behavior. Further, without cooperation, competition is not possible.</p>						
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>How do strategies help us during games? What are strategies you can use to help you be more successful? Why is cooperation important to accomplish a task in physical education?</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 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p> <p>Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.</p>						
<p><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><b>3.2.ST1.</b> Apply simple strategies and tactics in a variety of activities. <b>3.4.SW1.</b> Work cooperatively and communicate positively with others in physical education, regardless of skill level. <b>4.2.ST1.</b> Apply basic offensive and defensive strategies and tactics in a variety of activities. <b>4.4.SW1.</b> Encourage and accept all peers in a variety of physical activities. <b>5.2.ST1.</b> Apply basic offensive and defensive strategies and tactics in activities and game-like situations. <b>5.4.SW1.</b> Accept, recognize and actively involve others, with both higher and lower skill abilities, into physical activities and group projects.</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>Cooperate</td> <td>Task</td> <td>Strategy</td> </tr> <tr> <td>Game</td> <td>Success</td> <td>Spacing</td> </tr> </table>	Cooperate	Task	Strategy	Game	Success	Spacing
Cooperate	Task	Strategy					
Game	Success	Spacing					
<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>LA – Reading signs, patterns, sequence Math – Percent, Circumference Science – Cause and effect</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-2-10-Fundamental%20Skill%20Using%20a%20Parachute-WE4.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-2-10-Fundamental%20Skill%20Using%20a%20Parachute-WE4.pdf</a></p>						
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/IZVgdy">https://www.dynamicpeasap.com/dynamic-pe-plans/IZVgdy</a></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.***