

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Physical Education – 3-5

Unit (Number)	Orientation						
<p><u>Big Ideas</u> What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Classified as a manipulative skills, long rope jumping in that it combines locomotor skills (jumping, hopping) with manipulative skills (rope turning). Many lifelong physical activities will include movement combinations such as this.</p> <p>Learning new long rope jumping skills will require students to challenge themselves. Students will be encouraged to explore new activities and skills they have not been exposed to before.</p>						
<p><u>Essential Questions</u> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What motor skills are involved in long rope jumping? Why is it important to know how to combine different skills? What makes an activity challenging for you? How do you overcome activities that are challenging to you?</p>						
<p><u>Power Standards</u> 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><u>Supporting Standards</u> 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.C1. Discuss the challenge that comes with learning new activities. 4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. 4.5.C1. Rate the enjoyment of participating in challenging and mastered physical activities. 5.1.MS1. Apply manipulative skills in game-like situations using various objects. 5.5.C1. Express the enjoyment and/or challenge of participating in a physical activity.</p>						
<p><u>Essential Vocabulary</u> What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Long Rope</td> <td>Challenge</td> <td>Cooperation</td> </tr> <tr> <td>Double Dutch</td> <td>Persistence</td> <td>Practice</td> </tr> </table>	Long Rope	Challenge	Cooperation	Double Dutch	Persistence	Practice
Long Rope	Challenge	Cooperation					
Double Dutch	Persistence	Practice					
<p><u>Cross Curriculum Connections</u> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Factors, midpoint, area, parallel lines, division Science – Acceleration, Deceleration</p>						
<p><u>Assessing Learning</u> 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-2-14-Long%20Rope%20Jumping%20Skills-WE1.pdf</p>						
<p><u>Instructional Strategies and Other Resources</u></p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/9ZvVgZ</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.***