

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>Walking is a lifetime activity and a fundamental locomotor skill. While seemingly simple, students are taught walking cues, safety, and pacing. Students are also taught to connect the health benefits of physical activity as they relate to walking, specifically the social benefits. Building on previous lessons, further discussion of the criteria for lifetime physical activity require students to analyze why activities are considered lifelong.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Why is walking a lifetime activity? How can you make walking more enjoyable for you? What are the health benefits of walking?</p>						
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</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>3.5.H1. Explain the health benefits of participating in physical activity. 3.5.S11. Explain how physical activity provides opportunity for social interaction. 4.5.H1. Compare the health benefits of various physical activities. 4.5.S11. Compare positive social interactions when engaged in a variety of physical activities. 5.5.H1. Develop a personal implementation plan outlining physical activities and their health benefits. 5.5.S11. Describe the social benefits gained from participating in physical activity.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Walking</td> <td>Social benefits</td> <td>Lifetime</td> </tr> <tr> <td>Criteria</td> <td>Health Benefits</td> <td></td> </tr> </table>	Walking	Social benefits	Lifetime	Criteria	Health Benefits	
Walking	Social benefits	Lifetime					
Criteria	Health Benefits						
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Science – Pace, speed, Social Studies – Geography Math – Quadrants, percentage, area</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-2-12-Walking-PA3.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/pMJdXZ</p>						
<p>**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.</p>							

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