

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>Gymnastics involves non-locomotor and locomotor skills as well as the application of body management strategies. Given the complexity, these lessons offer great challenge for students and the opportunity to teach them about the role of challenge in learning.</p> <p>Games are an important form of physical activity. Participation in games offer students the chance to explore and apply strategies.</p> | | | | | | | | | |
| <p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p> | <p>Why can gymnastics activities be challenging? How do you know an activity is challenging for you? What strategies can you apply during simple games?</p> | | | | | | | | | |
| <p>Power Standards 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 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>3.2.ST1. Apply simple strategies and tactics in a variety of activities. 3.5.C1. Discuss the challenge that comes with learning new activities. 4.2.ST1. Apply basic offensive and defensive strategies and tactics in a variety of activities. 4.5.C1. Rate the enjoyment of participating in challenging and mastered physical activities. 5.2.ST1. Apply basic offensive and defensive strategies and tactics in activities and game-like situations. 5.5.C1. Express the enjoyment and/or challenge of participating in a 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>Challenge</td> <td>Persevere</td> <td>Strategy</td> </tr> <tr> <td>Advantage</td> <td>Balance</td> <td>Sequence</td> </tr> <tr> <td>Combine</td> <td>Motor Skills</td> <td></td> </tr> </table> | Challenge | Persevere | Strategy | Advantage | Balance | Sequence | Combine | Motor Skills | |
| Challenge | Persevere | Strategy | | | | | | | | |
| Advantage | Balance | Sequence | | | | | | | | |
| Combine | Motor Skills | | | | | | | | | |
| <p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p> | <p>Math – Addition, subtraction, multiplication, perimeter, fractions LA – Reading signs, adverbs Science – Force, balance</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-2-15-Gymnastics%20Skills-TQ5.pdf</p> | | | | | | | | | |
| <p>Instructional Strategies and Other Resources</p> | <p>https://www.dynamicpeasap.com/dynamic-pe-plans/0MWR4y</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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