

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>Manipulative skills are applied during the game of basketball. Refining these skills and applying in a game like situation increases the likelihood students will find joy in playing basketball, which for many is a lifetime physical activity.</p> <p>Basketball offers many opportunities to encourage and support others. Working with a partner and giving productive feedback to a partner are important to learning and making others better. Encouraging others to be active is essential for advocating for healthy living.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What are the cues for dribbling in basketball? How is dribbling used in basketball? Why is encouraging others important in basketball?</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 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>3.1.MS1. Demonstrate manipulative skills using a variety of objects with a partner by demonstrating appropriate performance cues. 3.5.A1. Encourage peers to be physically active. 4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. 4.5.A1. Examine personal beliefs that may encourage others to be physically active. 5.1.MS1. Apply manipulative skills in game-like situations using various objects. 5.5.A1. Create strategies on how to encourage others to make healthy physical activity choices.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Basketball</td> <td>Encourage</td> <td>Peer</td> </tr> <tr> <td>Dribbling</td> <td>Assessment</td> <td></td> </tr> </table>	Basketball	Encourage	Peer	Dribbling	Assessment	
Basketball	Encourage	Peer					
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Geometry, perimeter, skip counting, factors LA – Sign Reading, adverbs, prepositions</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-2-18-Basketball%20skills-PA1.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/zyKqay</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.***