

# 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>Like many motor skills, throwing is introduced early on in physical education and then refined and applied in various activities and situations. Throwing and the throwing motion are used in numerous lifelong physical activity and it broadens the recreational opportunities of students as well.</p>						
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What are lifelong activities where the throwing motion is used? How can you change how far you throw the ball? Why would you want to change the speed in which you throw?</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 1: Demonstrate competency in a variety of motor skills and movement patterns.  Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p>						
<p><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><b>3.1.MS1.</b> Demonstrate manipulative skills using a variety of objects with a partner by demonstrating appropriate performance cues. <b>3.2.SD1.</b> Apply the movement concepts of speed and force in a variety of activities. <b>4.1.MS1.</b> Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. <b>4.2.SD1.</b> Apply speed, endurance and force in activities and game-like situations. <b>5.1.MS1.</b> Apply manipulative skills in game-like situations using various objects. <b>5.2.SD1.</b> Analyze movement situations and apply movement concepts in small-sided practice tasks and game-like situations.</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>Throwing</td> <td>Velocity</td> <td>Speed</td> </tr> <tr> <td>Accuracy</td> <td>Motion</td> <td>Force</td> </tr> </table>	Throwing	Velocity	Speed	Accuracy	Motion	Force
Throwing	Velocity	Speed					
Accuracy	Motion	Force					
<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>LA – Listening Math – Skip counting, Quadratsns, Factors Science – Velocity, Force</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-2-19-Throwing%20Skills-TC.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-2-19-Throwing%20Skills-TC.pdf</a></p>						
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/pQP49Q">https://www.dynamicpeasap.com/dynamic-pe-plans/pQP49Q</a></p>						
<p><b>**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.</b></p>							