

# 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>Learning manipulative skills using frisbees opens the doors for students to engage in several lifelong physical activities such as frisbee golf and ultimate. In the community, both of these activities offer unique cultural opportunities in that they are very social activities.</p> <p>During the fitness portion of the lesson students are encouraged to explore the application of concepts such as speed and it's impact on fitness related activities. This allows students to analyze specific activities and how they differ based on the application of movement concepts.</p>									
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>How can speed impact an activity's intensity? What is unique about throwing a frisbee? Why is it important to consider the social benefits of physical activity?</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 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><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><b>3.2.SD1.</b> Apply the movement concepts of speed and force in a variety of activities. <b>3.5.SI1.</b> Explain how physical activity provides opportunity for social interaction. <b>4.2.SD1.</b> Apply speed, endurance and force in activities and game-like situations. <b>4.5.SI1.</b> Compare positive social interactions when engaged in a variety of physical activities. <b>5.2.SD1.</b> Analyze movement situations and apply movement concepts in small-sided practice tasks and game-like situations. <b>5.5.SI1.</b> Describe the social benefits gained from participating in physical activity.</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>Frisbee</td> <td>Throw</td> <td>Catch</td> </tr> <tr> <td>Concepts</td> <td>Speed</td> <td>Intensity</td> </tr> <tr> <td>Social Benefits</td> <td>Analyze</td> <td></td> </tr> </table>	Frisbee	Throw	Catch	Concepts	Speed	Intensity	Social Benefits	Analyze	
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<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Shape recognition, Scoring, Angles Social Studies – Map reading, Culture LA – Reading,</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-2-33-Manipulative%20Skills%20Using%20Frisbees-WB5.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-2-33-Manipulative%20Skills%20Using%20Frisbees-WB5.pdf</a></p>									
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/VMaN6Q">https://www.dynamicpeasap.com/dynamic-pe-plans/VMaN6Q</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>										

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