

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>Cooperation enhancing the experience in many physical activities. Another behavior that impacts physical activity experiences is encouragement. Supporting others is a great social behavior and it also serves to advocate. Making others feel good about themselves through compliments during physical activity increases their chances of continuing to be active.</p>									
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What is cooperation? How does encouragement help cooperation? What is a compliment? Why is it important to encourage others when advocating for physical activity?</p>									
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others. 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>3.4.SW1. Work cooperatively and communicate positively with others in physical education, regardless of skill level. 3.5.A1. Encourage peers to be physically active. 4.4.SW1. Encourage and accept all peers in a variety of physical activities. 4.5.A1. Examine personal beliefs that may encourage others to be physically active. 5.4.SW1. Accept, recognize and actively involve others, with both higher and lower skill abilities, into physical activities and group projects. 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>Cooperation</td> <td>Together</td> <td>Listen</td> </tr> <tr> <td>Rules</td> <td>Encourage</td> <td>Advocate</td> </tr> <tr> <td>Accept</td> <td>Compliment</td> <td></td> </tr> </table>	Cooperation	Together	Listen	Rules	Encourage	Advocate	Accept	Compliment	
Cooperation	Together	Listen								
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>LA – Contrasting terms, Spelling Math – Division, Pie Graph Science – Air flow</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-2-20-Cooperative%20Game%20Skills-WB4.pdf</p>									
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/XMjX2Z</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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