

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>One concept that is helpful in fostering success during basketball related activities is the use of strategy. Basic strategies are introduced and then applied during game situations.</p> | | | | | | | | | |
| <p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p> | <p>What manipulative skills are used in basketball? How can you determine what skills you can improve on? Why are strategies important in basketball related activities?</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. Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</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. 3.2.ST1. Apply simple strategies and tactics in a variety of activities. 4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. 4.2.ST1. Apply basic offensive and defensive strategies and tactics in a variety of activities. 5.1.MS1. Apply manipulative skills in game-like situations using various objects. 5.2.ST1. Apply basic offensive and defensive strategies and tactics in activities and game-like situations.</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>Passing</td> <td>Dribbling</td> </tr> <tr> <td>Shooting</td> <td>Defense</td> <td>Strategy</td> </tr> <tr> <td>Spacing</td> <td></td> <td></td> </tr> </table> | Basketball | Passing | Dribbling | Shooting | Defense | Strategy | Spacing | | |
| Basketball | Passing | Dribbling | | | | | | | | |
| Shooting | Defense | Strategy | | | | | | | | |
| Spacing | | | | | | | | | | |
| <p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p> | <p>Math – Angles, Geometry, Parallel Science – Force, speed, accelerate LA – Contrasting terms,</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-2-17-Basketball%20skills%20-TC1.pdf</p> | | | | | | | | | |
| <p>Instructional Strategies and Other Resources</p> | <p>https://www.dynamicpeasap.com/dynamic-pe-plans/bMY01y</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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