

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 include skills using a long handled implement such as a hockey stick. The skills learned using a hockey stick can transfer to other activities using a long handled implement such as a golf club. Thus, while the skills are taught within the context of hockey students learn these skills have many applications. Students extend their thinking to strategies for using hockey related skills in various activities that help them meet physical activity guidelines.</p> <p>Fitness related skills can be used for lifelong physical activity. Along with these skills are concepts students are taught to better apply the skills for health enhancing physical activity.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Where is hockey a popular sports? Why is handling a stick more difficult than handling a paddle? What fitness concepts help you make fitness enjoyable for life?</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 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</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. 3.3.PF1. Discuss strategies for using skills learned in physical education in a variety of settings to meet physical activity guidelines. 4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. 4.3.PF2. Identify physical activities that improve the components of health related fitness. 5.1.MS1. Apply manipulative skills in game-like situations using various objects. 5.3.PF2. Identify the benefits associated with developing and maintaining health-related fitness.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Hockey</td> <td>Stick</td> <td>Long-Handled</td> </tr> <tr> <td>Fitness</td> <td>Components</td> <td>Puck control</td> </tr> </table>	Hockey	Stick	Long-Handled	Fitness	Components	Puck control
Hockey	Stick	Long-Handled					
Fitness	Components	Puck control					
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Skip counting, Perpendicular, Angles Science - Levers, force LA – Prepositions, adverbs</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-2-21-Hockey%20Skills-SA1.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/oQ65AM</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.***