

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Physical Education – 3-5

Unit (Number)	Orientation						
<p><u>Big Ideas</u> What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Volleyball can be engaged in formally or informally and can be considered a lifelong physical activity. Many modified activities and games for volleyball begin with a serve. For this reason, students learn this motor skill as a part of these lessons.</p> <p>Rules are an important part of any game. At times, rules can be modified to make physical activities more enjoyable. Students explore rule modifications to make volleyball more enjoyable.</p>						
<p><u>Essential Questions</u> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What is a volley? Why is serving an important motor skill to learn? How can you change the rules to make a game more enjoyable?</p>						
<p><u>Power Standards</u> 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 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.</p>						
<p><u>Supporting Standards</u> 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. 3.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education. 4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. 4.5.SI1. Compare positive social interactions when engaged in a variety of physical 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><u>Essential Vocabulary</u> What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Volley</td> <td>Serve</td> <td>Strike</td> </tr> <tr> <td>Rules</td> <td>Strategies</td> <td></td> </tr> </table>	Volley	Serve	Strike	Rules	Strategies	
Volley	Serve	Strike					
Rules	Strategies						
<p><u>Cross Curriculum Connections</u> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>LA – Reading signs, adverbs Math – Angles, counting Science – Cause & Effect, Force</p>						
<p><u>Assessing Learning</u> 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-2-31-Volleyball%20Skills-TC.pdf</p>						
<p><u>Instructional Strategies and Other Resources</u></p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/pZ1Rqy</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.***