

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 motor skills include skills using a short-handled implement. These skills are applied in various activities including table tennis, pickleball, and tennis. Being competent in these skills enables students to engage in a wide variety of activities throughout life.</p> <p>Fitness concepts such as conditioning and warm up can be sport specific. Students learn to analyze skills and movements in a sport and determine fitness activities to prepare for that activity.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Why is a racquet more difficult to use than a paddle? What is the role of racquet control in tennis? What movements in tennis help determine how to warm up? What components of fitness are important in tennis?</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.PF2. Identify the components of health related fitness. 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>Racquet control</td> <td>Specificity</td> <td>Warm up</td> </tr> <tr> <td>Analyze</td> <td>Grip</td> <td></td> </tr> </table>	Racquet control	Specificity	Warm up	Analyze	Grip	
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Quadrants, perimeter LA – Reading signs, vocabulary Science – Force, lever</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-2-28-Tennis%20skills-SA1.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/eM2LjZ</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.***