

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>Motor skills learned during gymnastics have application in many lifelong physical activities. Skills such as non-locomotor movements, balance, and transferring weight along with movement concepts such as combining movements into a sequence are fundamental to many physical activities.</p>						
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What are non-locomotor skills? Why is it important to be able to put skills together? How are movement skills or sequences used in an activity you enjoy?</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>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>3.1.NL1. Apply non-locomotor skills in various activities using different body parts, shapes and levels, with and without equipment. 3.1.BM1. Perform a variety of controlled transitions in movement, with and without equipment. 4.1.NL1. Apply non-locomotor skills in various activities, using a variety of body parts and shapes, at different levels, individually and with partners and equipment. 4.1.BM1. Perform a variety of controlled transitions between balances with partners. 5.1.NL1. Apply non-locomotor skills in various activities and game-like situations. 5.1.BM1. Perform controlled transfers of weight in a variety of physical activities.</p>						
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Non-locomotor</td> <td>Balance</td> <td>Combine</td> </tr> <tr> <td>Sequence</td> <td>Transfer</td> <td></td> </tr> </table>	Non-locomotor	Balance	Combine	Sequence	Transfer	
Non-locomotor	Balance	Combine					
Sequence	Transfer						
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Circumference, Numbers, Perimeter LA – Reading signs Science – Balance, Weight</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-2-23-Gymnastics%20Skills-PA1.pdf</p>						
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/XMwv9y</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>							