

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>Volleyball can be played informally, recreationally, or formally on teams of differing skill level. Exposure to volleyball allows students to apply motor skills such as striking and sliding into a lifetime physical activity.</p> <p>Challenge is an important component of learning. Students are exposed to how challenging activities feel and encouraged to articulate that feeling. Further, students are taught the role of joy and challenge in movement.</p>									
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What motor skills are used in volleyball? What are the cues for a set or overhead pass? How do you overcome challenging skills to make learning enjoyable?</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 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</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. 3.5.C1. Discuss the challenge that comes with learning new activities. 4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. 4.5.C1. Rate the enjoyment of participating in challenging and mastered physical activities. 5.1.MS1. Apply manipulative skills in game-like situations using various objects. 5.5.C1. Express the enjoyment and/or challenge of participating in a physical activity.</p>									
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Volley</td> <td>Pass</td> <td>Challenge</td> </tr> <tr> <td>Enjoyment</td> <td>Cues</td> <td>Overcome</td> </tr> <tr> <td>Motor skills</td> <td></td> <td></td> </tr> </table>	Volley	Pass	Challenge	Enjoyment	Cues	Overcome	Motor skills		
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Angles, Shapes, Parallel LA – Reading signs, contrasting terms Science – Cause and effect, force</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-2-30-Volleyballs%20Skills-TC1.pdf</p>									
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/jZbmXQ</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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