

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>Individual rope-jumping includes jumping, turning rope, and rhythmic activity. This makes this skill exciting and challenging for students. In addition, jumping rope can be used as a fitness activity and used to condition for some activities.</p> <p>Students also learn to work with peers to create rope jumping routines. Some students will create a partner activity in which two students perform the routine. Some pairs will provide feedback to their peer to help improve her routine.</p>									
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What types of skills are needed to jump rope? What are two jump rope tricks you could use in a routine? How can you work with a partner to create a jump rope routine?</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 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.</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. 3.4.SW1. Work cooperatively and communicate positively with others in physical education, regardless of skill level. 4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. 4.4.SW1. Encourage and accept all peers in a variety of physical activities. 5.1.MS1. Apply manipulative skills in game-like situations using various objects. 5.4.SW1. Accept, recognize and actively involve others, with both higher and lower skill abilities, into physical activities and group projects.</p>									
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Individual</td> <td>Rope Jumping</td> <td>Cooperation</td> </tr> <tr> <td>Encouragement</td> <td>Collaborate</td> <td>Feedback</td> </tr> <tr> <td>Fitness</td> <td>Cardiovascular</td> <td></td> </tr> </table>	Individual	Rope Jumping	Cooperation	Encouragement	Collaborate	Feedback	Fitness	Cardiovascular	
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Skip counting, degrees LA – Listening skills, contrasting terms</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-2-26-Individual%20Rope-Jumping%20Skills-PA1.pdf</p>									
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/9MLO8y</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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