

# FAYETTE COUNTY PUBLIC SCHOOLS

## Unit Framework for Physical Education – 3-5

Unit (Number)	Orientation						
<p><b>Big Ideas</b> What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Tennis is a lifelong physical activity in that the context and intensity at which is played can be modified. A fundamental skill for playing tennis, at any level, is the forehand. Learning to perform this skill will allow students to engage in tennis from hitting to wall alone, rallying with a partner, or playing in a competition.</p> <p>When playing regulation tennis or modified games, strategy is used. Students learn the role of basic strategies such as spacing and moving your opponent as they relate to various tennis games.</p>						
<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Why is the forehand an important skill in tennis? What are the cues to hitting a forehand? How can you use strategy to get an advantage in tennis?</p>						
<p><b>Power Standards</b> 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 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p>						
<p><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><b>3.1.MS1.</b> Demonstrate manipulative skills using a variety of objects with a partner by demonstrating appropriate performance cues. <b>3.2.ST1.</b> Apply simple strategies and tactics in a variety of activities. <b>4.1.MS1.</b> Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. <b>4.2.ST1.</b> Apply basic offensive and defensive strategies and tactics in a variety of activities. <b>5.1.MS1.</b> Apply manipulative skills in game-like situations using various objects. <b>5.2.ST1.</b> Apply basic offensive and defensive strategies and tactics in activities and game-like situations.</p>						
<p><b>Essential Vocabulary</b> What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Forehand</td> <td>Backhand</td> <td>Strategy</td> </tr> <tr> <td>Spacing</td> <td>Court awareness</td> <td></td> </tr> </table>	Forehand	Backhand	Strategy	Spacing	Court awareness	
Forehand	Backhand	Strategy					
Spacing	Court awareness						
<p><b>Cross Curriculum Connections</b> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Perimeter, Quadrants LA – Reading signs, vocabulary, contrasting terms, listening</p>						
<p><b>Assessing Learning</b> How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p><a href="https://www.dynamicpeasap.com/assets/media/assessments/DPE-2-29-Tennis%20Skills-PA1.pdf">https://www.dynamicpeasap.com/assets/media/assessments/DPE-2-29-Tennis%20Skills-PA1.pdf</a></p>						
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.dynamicpeasap.com/dynamic-pe-plans/2Z3b5Q">https://www.dynamicpeasap.com/dynamic-pe-plans/2Z3b5Q</a></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.***