

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>Teaching motor skills within the context of Track & Field allows students to apply those skills in a variety of activities. Students learn to refine their running skills but also couple those skills with leaping, jumping, and other locomotor movements. Movement concepts such as force, spacing, and levels can also be applied.</p> <p>Track & Field also provides a platform to teach fitness concepts such as a warm up, flexibility, and health enhancing movement as these tie closely and relate well to the content.</p>									
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>What types of motor skills are combined in track & field? Which fitness component is most relevant for a warm-up? Why is a warm-up important for any physical activity? What activities offer health enhancing physical activity?</p>									
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 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>3.3.PF1. Discuss strategies for using skills learned in physical education in a variety of settings to meet physical activity guidelines. 3.5.H1. Explain the health benefits of participating in physical activity. 4.3.PF2. Identify physical activities that improve the components of health related fitness. 4.5.H1. Compare the health benefits of various physical activities. 5.3.PA1. Identify factors that can either motivate or deter people from daily physical activity. 5.5.H1. Develop a personal implementation plan outlining physical activities and their health benefits.</p>									
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<table border="0"> <tr> <td>Track & Field</td> <td>Events</td> <td>Warm up</td> </tr> <tr> <td>High Jump</td> <td>Sprint</td> <td>Hurdle</td> </tr> <tr> <td>Health benefits</td> <td>Cool down</td> <td></td> </tr> </table>	Track & Field	Events	Warm up	High Jump	Sprint	Hurdle	Health benefits	Cool down	
Track & Field	Events	Warm up								
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<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Math – Parallel, perimeter LA – Reading signs, adverbs, prepositions Science – Force, gravity</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-2-24-Track%20and%20Field%20Skills%20and%20Lead-up%20Activities-WE3.pdf</p>									
<p>Instructional Strategies and Other Resources</p>	<p>https://www.dynamicpeasap.com/dynamic-pe-plans/rQOONQ</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.***