

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (K-12 Physical Education) – 6th Grade

	Cooperative Games
UNITS	Physical Education Orientation and ongoing activities
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	Provides students with the tools they need to learn to interact with others in society by cooperating with other members of their team, learning to provide leadership; and, depending on the game, learning to follow someone else's lead. They will learn to strategize with their teammates and work cooperatively to find a solution.
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 4</p> <ol style="list-style-type: none"> 1. Why is it important for you to know and follow the rules? 2. What is good sportsmanship? <p>Standard 5</p> <ol style="list-style-type: none"> 1. Why is it important to work together for a common goal or purpose?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>NPES</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>6.4.SW1 6.4.RE1 6.4.RE2 6.4.SA1 6.5.C1 6.5.SE1 6.5.SI1</p>
<p>Learning Targets What do you want your students to be able to do.</p>	<p>Students can understand, explain and follow rules of games and class. Students will demonstrate fair play and good sportsmanship.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>Cooperation, Teamwork, Fair Play, Sportsmanship, Leadership, etiquette, respect, integrity, inclusion, goals</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	
<p>Assessing Learning</p>	<p>Teacher observation • Teacher checklist • Teacher/student discussion •Self assessment •Peer assessment</p>

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How will you know when students have learned? How do you know students have successfully met the learning intention?	
<u>Instructional Strategies/Resources</u>	direct instruction, modeling, differentiation Dynamic Physical Education https://www.dynamicpeasap.com/ OpenPhysEd: https://www.openphysed.org SPARK: https://www.sparkfamily.org PE Central: https://www.pecentral.org
<i>**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.</i>	