

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (K-12 Physical Education) – 7th Grade

| Cooperative Games | |
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| 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>7.4.SW1. Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.</p> <p>7.4.RE1. Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities.</p> <p>7.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.</p> <p>7.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.</p> <p>7.5.C1. Identify strategies for persevering when physical activities bring challenge.</p> <p>7.5.SI1. Demonstrate positive social interactions during physical activity.</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.</p> <p>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> | Cooperation, Teamwork, Fair Play, Sportsmanship, Leadership, etiquette, respect, integrity, inclusion, goals |

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| <p><u>Cross Curriculum Connections</u> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p> | |
| <p><u>Assessing Learning</u> How will you know when students have learned? How do you know students have successfully met the learning intention?</p> | <p>Teacher observation • Teacher checklist • Teacher/student discussion •Self assessment •Peer assessment</p> |
| <p><u>Instructional Strategies/Resources</u></p> | <p>direct instruction, modeling, differentiation</p> <p>Dynamic Physical Education https://www.dynamicpeasap.com/ OpenPhysEd: https://www.openphysed.org SPARK: https://www.sparkfamily.org PE Central: https://www.pecentral.org</p> |
| <p><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></p> | |