

# FAYETTE COUNTY PUBLIC SCHOOLS

## Unit Framework for (K-12 Physical Education) – 8th Grade

<b>Cooperative Games</b>	
<b>UNITS</b>	<b>Physical Education Orientation and ongoing activities</b>
<p><b>Big Ideas</b> 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><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 4</p> <ol style="list-style-type: none"> <li>1. Why is it important for you to know and follow the rules?</li> <li>2. What is good sportsmanship?</li> </ol> <p>Standard 5</p> <ol style="list-style-type: none"> <li>1. Why is it important to work together for a common goal or purpose?</li> </ol>
<p><b>Power Standards</b> 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><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>8.4.SW1. Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback</p> <p>8.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.</p> <p>8.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.</p> <p>8.5.C1. Develop a plan of action when faced with individual challenges during physical activities that will contribute to a healthy lifestyle.</p> <p>8.5.SI1. Demonstrate respect for self and others by asking for help and/or helping others in various activities.</p>
<p><b>Learning Targets</b> 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><b>Essential Vocabulary</b> 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
<p><b>Cross Curriculum Connections</b></p>	

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