

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (K-12 Physical Education) – 9th-12th 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>	<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>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 4</p> <ul style="list-style-type: none"> • Can students interact positively in social and group interactions through the use of communication skills, critical thinking, accountability and leadership in a physical activity setting? • Can students demonstrate respect for others' diversity while participating in sports and/or physical activities? • Can students apply conflict resolution/mediation skills when participating in sports and/or recreational activities? • Can students explain how ethical behavior and positive social interaction impact effective participation in sports and physical activities? • Can students apply rules of behavior and fair play in a variety of physical activities, sports and games as a competitor and/or spectator? • Can students analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution in a variety of physical activities, sports and games? • Can students examine moral and ethical conduct in specific competitive situations, including but not limited to intentional fouls, performance-enhancing substances, gambling or current events in sport? <p>Standard 5</p> <ul style="list-style-type: none"> • Can students collaborate with others to advocate for a healthy community?
<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>HS.S4.1. Interact positively in social and group interactions through the use of communication skills, critical thinking, accountability and leadership in a physical activity setting.</p>

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	<p>HS.S4.2. Demonstrate respect for others' diversity while participating in sports and/or physical activities.</p> <p>HS.S4.3. Apply conflict resolution/mediation skills when participating in sports and/or recreational activities.</p> <p>HS.S4.4. Explain how ethical behavior and positive social interaction impact effective participation in sports and physical activities.</p> <p>HS.S4.5. Apply rules of behavior and fair play in a variety of physical activities, sports and games as a competitor and/or spectator.</p> <p>HS.S4.6. Analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution in a variety of physical activities, sports and games.</p> <p>HS.S4.7. Examine moral and ethical conduct in specific competitive situations, including but not limited to intentional fouls, performance-enhancing substances, gambling or current events in sport.</p> <p>HS.S5.5. Collaborate with others to advocate for a healthy community.</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>21st Century Learning Skills</p> <ul style="list-style-type: none"> ● Collaboration ● Communication ● Social Skills
<p>Assessing Learning 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>Instructional Strategies/Resources</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>**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.</p>	