

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (Physical Education) – 9th-12th Grade

Striking/Fielding Games	
<p>UNITS Sample of units that can be included under teaching invasion games.</p>	<p>Cricket, Baseball, Kickball, Softball</p>
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Striking/Fielding games are games in which two teams offense and defense either strike an object into space (offense)making it difficult for the other team to gain possession (defense) and run between two points or score points before a set number of outs.</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ul style="list-style-type: none"> ● Can students demonstrate competency in movements and manipulative skills needed in invasion games? ● Can students demonstrate the mastery of skills and tactics needed to participate in two or more lifetime activities? <p>Standard 2</p> <ul style="list-style-type: none"> ● Can students use movement concepts and principles to analyze and improve performance of self and/or others? ● Can students describe the mechanical principles, including but not limited to force, rotation extension or leverage, that apply to movement skills in physical activities, and analyze their contribution in improving movement performance? ● Can students analyze the relationship between and among effort, persistence, practice and improvement as they relate to skill development? <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

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	<p>resolution in a variety of physical activities, sports and games?</p> <ul style="list-style-type: none"> • 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 evaluate the personal benefits derived from regular participation in physical activities as they relate to quality of life?
<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 1: Demonstrate competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>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>HS.S1.1. Demonstrate the mastery of skills and tactics needed to participate in two or more lifetime activities.</p> <p>HS.S1.2. Demonstrate competency in movements and manipulative skills needed in game-like situations.</p> <p>HS.S2.1. Use movement concepts and principles to analyze and improve performance of self and/or others.</p> <p>HS.S2.2. Describe the mechanical principles, including but not limited to force, rotation extension or leverage, that apply to movement skills in physical activities, and analyze their contribution in improving movement performance.</p> <p>HS.S2.3. Analyze the relationship between and among effort, persistence, practice and improvement as they relate to skill development.</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> <p>HS.S4.2. Demonstrate respect for others' diversity while participating in sports and/or physical activities.</p>

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	<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.S5.3. Evaluate the personal benefits derived from regular participation in physical activities as they relate to quality of life.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>offense, defense, health related fitness, skill related fitness, anticipation, target, accuracy</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 SHAPE America: https://www.shapeamerican.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>	