

# PHYSICAL EDUCATION CURRICULUM UNIT – NET SPORTS

## North Smithfield School District

**TITLE OF UNIT:** Net Sports: volleyball and badminton

**GRADES:** 4-5

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** Several weeks/trimester

### OVERVIEW OF UNIT:

Net games consist of two opposing teams or individuals, which can be divided by a net, or may share the same playing field. The object of the game is to transfer an object into the opponent's court within the boundaries so that they are unable to return it. (Webb, Pearson & Forrest).

#### ESSENTIAL QUESTION

*How do I become a contributing team player?*

### STANDARDS: Physical Education

1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.

2. Students will apply movement concepts and principles to the learning and development of motor skills.

3. Students will understand the implications of and the benefits derived from involvement in physical activity.

4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.

5. Students will demonstrate responsible personal and social behavior in physical activity settings.

6. Students will understand that internal and external environments influence physical activity.

### PHYSICAL EDUCATION STANDARDS

#### 1. Competency in many movements

- mature forms in basic gross locomotor and many combination patterns 1.1.1 -1.1.2
- Warm-up and cool down 1.1.3
- Basic skills specific to games/sports 1.2.1
  - **Net sports: badminton, volleyball**
- Manipulative skills 1.3.1
- Combination movement skills 1.4.1
- Game strategies 1.5.1
- Transfer movement skills 1.6.2
- Skill competence 1.7.1-1.7.2

#### 2. Movement concepts and principles

- Biomechanical principles 2.1.1-2.1.2
- Critical elements and learning cues 2.2.1-2.2.2
- Offensive and defensive concepts 2.3.1
- Movement, concepts and principles 2.4.1 – 2.4.2

#### 3. Benefits from physical activity

- Physical benefits 3.1.1
- Emotional benefits 3.2.1
- Social benefits 3.3.1-3.3.3
- Cognitive benefits 3.4.1-3.4.2

#### 4. Physically active life style

#### 5. Physically active life style Personal and social behavior

- Self-control in game and movement activities 5.1.1
- Laws, rules, procedures, and etiquette 5.2.1
- Safety principles in activity situations and settings 5.3.1
- Works cooperatively and productively 5.4.1-5.4.2
- Respectful behavior 5.4.3
- Recognizes good performance 5.4.4
- Safety 5.4.5
- Verbal and non-verbal communication 5.4.6
- Behavior that is independent and on task 5.5.1
- Conflict resolution and respect 5.6.1-5.6.5
- Common goals 5.7.1
- Responsibility for one's own performance 5.7.2

#### 6. Internal and external environments

- Safe locations for recreation and play 6.1.1-6.1.2, 6.2.1
- Physical activity with peers 6.4.1
- Organizations in community 6.5.1
- emotions that can impact physical activity levels 6.7.1
- factors to overcome negative emotions and barriers 6.8.1

### ENDURING UNDERSTANDING:

- Understanding there is a connection between physical activity and achieving team goals when competing or participating in games or other sport activities.
- Knowing and understanding that movement skills improve physical health and mental well-being.
- Knowing and applying offensive and defensive strategies/spatial awareness.
- Knowing and applying the concept of teamwork.

### PRIOR KNOWLEDGE:

- Concept of teamwork
- Movement improves physical health

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### STUDENT OBJECTIVES, SKILLS and/or NEW KNOWLEDGE:

#### 1. Competency in many movements

- 1.1.1 Develops some mature forms in basic gross locomotor and many combination patterns essential to further skill development.
- 1.1.2 Demonstrates developing movement skills and concepts:
  - **Locomotor Skills:** walk, run, hop, jump, leap, skip, climb, gallop, roll, slide, stop
  - **Combination Patterns,** e.g. tossing/striking, bumping/passing, running/striking
- 1.1.3 Demonstrates proper form in all warm-up and cool-down activities, e.g. Fitnessgram™ warm-ups, dynamic stretching, planks, Pacer
- 1.2.1 Begins to understand and apply basic **skills specific to games and sports:**
  - **Net:** volleyball, badminton
    - **skills:** striking, hitting/serving, setting, bumping, hand/eye coordination
- 1.3.1 Identifies and demonstrates **mature form** in the following fundamental **manipulative skills:** catching, follow through, foot dribbling, hand dribbling, releasing, rolling, striking with long handle implements (hockey), throwing, trapping
- 1.4.1 Demonstrates mature form in fundamental **combinations of movement skills** (e.g. run and jump, strike and run).  
lead-up activities and games:
  - **Net: volleyball, badminton**
    - tossing/striking
    - bumping/passing
    - running/striking
    - stepping/striking
    - ready position/passing
    - hand eye coordination
- 1.5.1 Begins to understand and apply **strategies in various games** and sports, e.g.
  - **Net:** volleyball, badminton
    - offensive skills e.g.
      - sending to open space
      - passing to team mates
      - field/court positions
    - defensive skills e.g.
      - defending space
- 1.6.2 Transfers **movement skills** between activities at a basic level.
  - **Net:** volleyball, badminton
    - catching, throwing, serving, setting, hitting, passing, volleying, striking
    -
- 1.7.1 Identifies practice activities to increase **skill competence**, e.g.
  - accuracy and speed practice
  - cueing
  - demonstrating
  - goal setting
  - **looking at visuals**
  - modeling
  - repeating
  - transfer
  - whole/part practice.
- 1.7.2 Participates in practice activities to increase skill competence.

#### 2. Movement concepts and principles

- 2.1.1 Recognizes the following **biomechanical principles:**
  - center of gravity
  - base of support - force (effectiveness and safety; changes the way objects move (mass plus force)
  - speed
  - speed and angle of an object
  - movement of body parts sequentially
  - squaring to the target
  - balance (static, dynamic)

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- follow through
- 2.1.2 Uses rudimentary application of **biomechanical principles** in some of the following categories:
- **Net:** volleyball, badminton
- 2.2.1 Understands that **critical elements** include **learning cues** to reinforce correct form for fundamental skills.
- 2.2.2 Begins to identify and practice some of the **critical elements** of various movement forms to provide feedback for both self- and peer- assessment.
- **ready position** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
  - **grip** (net, territory/field sports, striking, fitness, cooperative, and recreational)
  - **preparation** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
  - **point of contact** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
  - **follow-through** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
  - **body action, space, time, energy** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
- 2.3.1 Uses rudimentary strategies for offensive and defensive concepts e.g.
- **Net: volleyball, badminton**
    - offensive skills e.g.
      - sending to open space
      - passing to team mates
    - defensive skills e.g.
      - defending space
- 2.4.1 Understands
- **movement skills**, e.g. striking skills - serving in badminton and in volleyball
  - **concepts** (understanding), e.g. transfer of similar concepts from skill to skill
  - **principles** (why), e.g. good performance is linked to process ; similarities and differences between activities at a consistent level.
- 2.4.2 Begins to transfer **movement skills, concepts, and principles** between activities at a rudimentary level to:
- **Net:** volleyball, badminton
    - **movement skills:** striking (forehand, backhand, overhead, serve), hitting, passing
    - **concepts:** object placement (e.g. strike object away from opponent)
    - **principles:** object placement (e.g. prevent opponent from returning object)
- 3. Benefits from physical activity**
- 3.1.1 Recognizes some of the **physical benefits** of regular participation in physical activity e.g.
- increase health benefits: controls weight, improves bone strength, improves muscular strength and endurance, increases energy, reduces body fat, reduces stress, strengthens heart function
  - disease prevention: cardiovascular health, chronic illness, diabetes, increases immune system function, obesity
- 3.2.1 Recognizes some of the **emotional benefits** of regular participation in physical activity e.g.
- **increases:** self-esteem, self-image and confidence, endorphins that trigger positive feelings (e.g. runners high), self-discipline, e.g. goal setting, time management, quality of life
  - **reduces:** negative peer pressure, stress, depression, anxiety
- 3.3.1 Recognizes some of the **social benefits** of regular participation in physical activity e.g., cooperation, sportsmanship, teamwork, relationships (friends, family, school, community).
- 3.3.2 Applies the benefits of social/emotional programs such as **Kids Care** and **Open Circle** that includes:
- caring
  - citizenship
  - fairness
  - respect
  - responsibility
  - trust worthiness
- 3.3.3 Recognizes that physical activity provides an opportunity for positive social interaction through
- cooperation
  - discipline
  - helping others.
  - honesty
  - positive communication

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- respect
- trust

3.4.1 Recognizes some of the **cognitive benefits** of regular participation in physical activity e.g., improves focus and concentration

3.4.2 Recognizes that physical activity can increase

- test scores
- focus and concentration
- better attendance in schools.

#### 4. Physically active life style

#### 5. Physically active life style Personal and social behavior

5.1.1 Uses self-control in game and movement activities, e.g.

- adhere to school handbook.
- applying safe practices, e.g. proper attire to allow for uninhibited movement
- proper, intended, and safe equipment use.
- rules and procedures (classroom management plan)
- 

5.2.1 Follows activity-specific laws, rules, procedures, and etiquette for:

- Net

5.3.1 Utilizes safety principles in activity situations and settings.

- body awareness
- body control
- respect for self and other
- safe and appropriate clothing and footwear
- safe and appropriate use of equipment
- safe and appropriate warm-up and cool-down activities.
- spatial awareness

5.4.1 Works **cooperatively** and **productively** with a partner and/or a group to accomplish a set goal.

5.4.2 Knows the benefits of **working cooperatively** in a group to achieve a set goal.

5.4.3 Demonstrates **respectful behavior** in competitive as well as cooperative settings.

5.4.4 Recognizes **good performance** from teammates and opponents, e.g.

- High five
- Ten finger roll
- Fist bump

5.4.5 Makes positive **choices** based on the **safety** of self and others.

5.4.6 Demonstrates cooperation with peers through **verbal** and **non-verbal communication** to achieve a set goal.

5.5.1 Demonstrates behavior that is independent and on task for developmentally appropriate periods of time (3-7 minutes of skills, drills, and stations).

5.6.1 Describes and uses appropriate ways to peacefully resolve **conflicts**.

5.7.1 Participates with others in games, sports, and activities to achieve a **common goal**.

5.7.2 Accepts responsibility for one's own performance without blaming others.

#### 6. Internal and external environments

6.1.1 Identifies appropriate and safe areas within the community to participate in physical activity.

6.1.2 Identifies various safe locations that are intended for recreation and play.

6.2.1 Identifies physical activities that can be performed in a variety of settings, e.g. Interscholastic, Intramural, Recreational, elite (e.g. AAU, development team), college/university camps, private/independent

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- 6.4.1 Identifies healthy ways to promote physical activity with peers through
  - challenging experiences
  - inclusion ( inviting others to participate)
  - modeling (activities inside and outside of the school)
  - positive reinforcement.
  
- 6.5.1 Identifies youth organizations in the community that offer physical activity programs e.g., YMCA/YWCA, Recreation departments, and school enrichment activities (basketball instruction, yoga).
  
- 6.7.1 Identifies a variety of emotions that can impact physical activity levels.
  - Decreased activity level due to negative emotions such as: depression, sadness, anger, anxiety
  - Increased activity level due to positive emotions such as: contentment, excitement happiness
  
- 6.8.1 Defines factors to overcome negative emotions and barriers:
  - motivational techniques e.g. (music, friends, logs, goals, etc.)
  - positive self-talk
  - realistic goals
  - recognizes self-accomplishments
  - self-concept
  - self-image
  - social interaction

### ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Activity logs</li> <li>• Anecdotal records</li> <li>• Conferencing</li> <li>• Interviews               <ul style="list-style-type: none"> <li>○ Student to student</li> <li>○ Teacher to student</li> </ul> </li> <li>• Fitnessgram™</li> <li>• High-five</li> </ul> | <ul style="list-style-type: none"> <li>• Collaboration - interpersonal</li> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Multiple Intelligences assessments, e.g.               <ul style="list-style-type: none"> <li>○ Role playing - bodily kinesthetic</li> <li>○ Graphic organizing - visual</li> </ul> </li> <li>• Oral presentations</li> </ul> | <ul style="list-style-type: none"> <li>• Problem/Performance based/common tasks</li> <li>• Round Robin</li> <li>• Rubrics/checklists</li> <li>• Tests and quizzes               <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> |
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### HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

#### Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

#### Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

### ADDITIONAL RESOURCES: see curriculum for specifics

<p><b>Supplementary books/materials</b></p> <ul style="list-style-type: none"> <li>• <i>Fitnessgram™/Activitygram</i>_Test Administration Manual 4<sup>th</sup> Edition</li> <li>• <i>SPARK Physical Education</i></li> <li>• <i>American Heart Association</i></li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• CD player</li> <li>• CDs, tapes</li> <li>• Internet</li> <li>• I-pad (TBD)</li> <li>• LCD projector/ laptop</li> <li>• Pedometers</li> <li>• VCR/DVD</li> </ul> <p><b>Web sites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.charactercounts.org">www.charactercounts.org</a></li> <li>• <a href="http://www.donorschoose.org">www.donorschoose.org</a></li> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.everdaype.org">www.everdaype.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.fitness.gov">www.fitness.gov</a></li> <li>• <a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> <li>• <a href="http://www.fitnessmercola.com">www.fitnessmercola.com</a></li> <li>• <a href="http://www.healthychildren.org">www.healthychildren.org</a> (American Academy of Pediatrics)</li> <li>• <a href="http://www.heart.org">www.heart.org</a></li> <li>• <a href="http://www.kidshhealth.org">www.kidshhealth.org</a></li> <li>• <a href="http://www.letsmoveinschool.org">www.letsmoveinschool.org</a></li> <li>• <a href="http://www.myplate.org">www.myplate.org</a></li> <li>• <a href="http://www.nfl.com/play60">www.nfl.com/play60</a></li> <li>• <a href="http://www.pbis.org">www.pbis.org</a> (Positive Behavioral Intervention and Support)</li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.peuniverse.com">www.peuniverse.com</a> (Physical Education sharing ideas)</li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.teachpe.com">www.teachpe.com</a> (physical education teaching resources)</li> <li>• <a href="http://www.thrive.org">www.thrive.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> <li>• <a href="http://www.heartratemonitorzone.net">www.heartratemonitorzone.net</a></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Clipboards</li> <li>• DVDs</li> <li>• Easel paper</li> <li>• Easels</li> <li>• Markers</li> <li>• Poster boards</li> <li>• Stopwatches</li> <li>• Sports equipment for:               <ul style="list-style-type: none"> <li>○ Basketball</li> <li>○ Fitnessgram™</li> <li>○ Flag football</li> <li>○ Floor Hockey</li> <li>○ Soccer</li> </ul> </li> <li>• Student white boards</li> <li>• White board markers and erasers</li> </ul>
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### VOCABULARY

**PHYSICAL EDUCATION CURRICULUM UNIT – NET SPORTS**  
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- |                             |                                   |  |
|-----------------------------|-----------------------------------|--|
| 1. aerobic capacity         | 12. spike                         | 23. rotation                               |
| 2. agility                  | 13. volley                        | 24. responsibility                         |
| 3. biomechanics             | 14. ready position                | 25. round robin                            |
| 4. cardiovascular endurance | 15. locomotor skills              | 26. scrimmage                              |
| 5. combinations patterns    | 16. manipulative skills           | 27. skills                                 |
| 6. competency               | 17. muscle endurance              | 28. sportsmanship                          |
| 7. defense                  | 18. muscle strength               | 29. strategies                             |
| 8. flexibility              | 19. offense                       | 30. teamwork                               |
| 9. bump                     | 20. pass - forward, lateral, etc. | 31. verbal and non-verbal<br>communication |
| 10. set                     | 21. penalties/fouls               |  |
| 11. serve                   | 22. proficiency                   |  |

**LESSON PLAN for UNIT # 2-1 Net Sports –Volleyball**

# PHYSICAL EDUCATION CURRICULUM UNIT – NET SPORTS

## North Smithfield School District

### LESSONS

- **Lesson # 1 Summary:** Introductory concepts and vocabulary words
  - Passing, set, bump, serve,
- **Lesson #2 Summary:** Introductory concepts and vocabulary words
  - Rotation, serve on net, scoring, passing
- **Lesson #3 Summary:**
  - Drills: forearm 21, pass and follow, serving showers
- **Lesson #4:** Round Robin Volleyball Games

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### OBJECTIVES for LESSON # 1-1 Volleyball

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Work independently and on task in physical education.
- Identify the physical benefits of participation in regular physical activity.
- Apply strategies in lead-in games in volleyball
- Demonstrates good form in combinations of movement skills: bump, set, spike, pass
- Practice activities to increase skill competencies.

□ **Materials/Resources:**

□ **Procedures:**

- Lead –in
  
- Step by step
  
- Closure

□ **Instructional strategies:** see curriculum introduction

Employs Physical Education best practices e.g.,

- Provides clear expectations for student learning
- Organizes pairs, groups, and teams
- Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives

- Uses a variety of direct and indirect teaching styles
- Allows students guided choices
- Emphasizes critical thinking and problem-solving tactics
- Demonstrates enthusiasm for an active, healthy lifestyle
- Provides for appropriate practice

□ **Assessments:** see curriculum introduction

- **Formative**
  - Anecdotal records
  - Interviews - student to student, teacher to student
  - High-five
  - Round Robin
  - Rubrics/checklists
  - Tests and quizzes
- **Summative**
  - Round Robin
  - Rubrics/checklists
  - Tests and quizzes

### LESSON PLAN for UNIT # 2-2 Net Sports –Badminton

**PHYSICAL EDUCATION CURRICULUM UNIT – NET SPORTS**  
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**LESSONS**

- **Lesson # 1 Summary:** Introductory concepts and vocabulary words  
Striking, serving (underhand/overhand), volley, return
- **Lesson #2 Summary:** Introductory concepts and vocabulary words  
Scoring, individual/doubles,

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**OBJECTIVES for LESSON 2-2 Badminton**

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Work independently and on task in physical education.
- Identify the physical benefits of participation in regular physical activity.
- Demonstrates a good form in combinations of movement skills: striking, serving, volley
- Use offense and defense strategies in lead-in games of badminton.
- Practice activities to increase skill competencies

□ **Materials/Resources:**

□ **Procedures:**

- **Lead –in**
  
- **Step by step**
  
- **Closure**

□ **Instructional strategies:** see curriculum introduction

Employs Physical Education best practices e.g.,

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□ **Assessments:** see curriculum introduction

○ **Formative**

- Anecdotal records
- Interviews - student to student, teacher to student
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- Round Robin
- Rubrics/checklists
- Tests and quizzes

○ **Summative**

- Round Robin
- Rubrics/checklists
- Tests

□ **Instructional strategies:** see curriculum introduction

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- **Assessments:** see curriculum introduction
    - **Formative**
      - Anecdotal records
      - Interviews - student to student, teacher to student
      - High-five
      - Round Robin
      - Rubrics/checklists
      - Tests and quizzes
    - **Summative**
      - Round Robin
      - Rubrics/checklists
      - Tests and quizzes
-