

PHYSICAL EDUCATION CURRICULUM GRADES 9-12 UNIT NET/WALL

North Smithfield School Department

TITLE OF UNIT: NET/WALL GAMES

GRADES : 9-12

NET/WALL GAMES: volleyball, badminton, table tennis, pickle ball, tennis

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** 22 days

OVERVIEW OF UNIT:

As the name of this category implies, a net and/or wall is necessary for this type of activity. Net/Wall games consist of two opposing teams or individuals. They 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. Net/Wall games vary according to their court type/size and whether the ball is allowed to bounce or not prior to its return (Webb, Pearson & Forrest, n.d.).

ESSENTIAL QUESTIONS

Where should I aim to place the object and Why?

STANDARDS: Physical Education

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| 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. |
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PHYSICAL EDUCATION STANDARDS: See curriculum for specifics

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| <p>1. Competency in many movements</p> <ul style="list-style-type: none"> • Competency 1.1.1 -1.1.2 • Net: volleyball, badminton, table tennis, pickle ball, tennis • Warm-up and cool down 1.1.3 • Proficiency 1.2.1 -1.2.2 <p>2. Movement concepts and principles</p> <ul style="list-style-type: none"> • Movement competence and proficiency 2.1.1 • Skills, strategies and rules to specific activity/sport 2.1.3 • Critical elements/sport specific skills 2.2.1 • Movement skills, concepts, and principles 2.3.1-2.3.2 • Basic offensive and defensive strategies 2.4.1 <p>3. Benefits from physical activity</p> <ul style="list-style-type: none"> • benefits of warm-up and cool-down principles in a fitness plan 3.1.2 • Social benefits 3.3.1-3.3.2 • Cognitive benefits 3.4.1-3.4.3 <p>4. Physically active life style</p> <ul style="list-style-type: none"> • Participates in a wide range of activities and is able to connect how the activity is related to his/her fitness and health 4.5.1 | <p>5. Personal and social behavior</p> <ul style="list-style-type: none"> • Appropriate clothing and protective equipment 5.1.1 • Safety considerations 5.1.2 • Behaviors 5.1.3 • Safety protocol 5.1.4 -5.1.5 • Warm-up and cool-down 5.1.6 activities to prevent injuries. 5.1.5 • Rules 5.2.1 • Proper, appropriate, and safe attire 5.2.1 • Communication 5.3.1 • Respect 5.3.2 • Decisions of game officials 5.3.3 • Conflicts in appropriate ways 5.4.1 • Conflict resolution process 5.4.2 • Working cooperatively 5.5.1 • Appropriate 5.6.1 • Prevent injuries 5.6.2 • Opportunities of participation 5.7.1 • Positive and negative verbal communication 5.7.2-5.7.3 • Cooperative and productive group processes 5.8.1 • Common goals 5.8.2 <p>6. Internal and external environments</p> <ul style="list-style-type: none"> • organizations in the community that offer physical activity programs 6.6.1 |
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Applied Learning Standards:

- problem solving
communication
critical thinking
research
reflection/ evaluation

ENDURING UNDERSTANDING:

- Understanding there is a correlation between physical activity and achieving team goals when competing or participating in games or other sport activities.
- Knowing and applying offensive and defensive strategies.
- Knowing and applying the concept of teamwork.
- Creating spatial awareness (on and off the ball movement).

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PRIOR KNOWLEDGE:

- Offensive and defensive strategies
- Concept of teamwork

STUDENT OBJECTIVES, SKILLS and/or NEW KNOWLEDGE:

1. Competency in many movements

- 1.1.1 Understands that **competency** is sufficient ability to safely and knowledgeably participate in an activity; or the ability to perform and apply skills.
- 1.1.2 Shows competency in many movement forms:
- **Net:** volleyball, badminton, table tennis, pickle ball, tennis
 - **Skills**
 - **badminton, pickleball, tennis** (forehand, backhand, serving)
 - volleyball (passing/bumping, setting, hitting, receiving, serving)
 - **Strategies:** offensive, defensive, positioning, serving
 - **Rules:** objective of the game/scoring
- 1.1.3 Applies **warm-up** and **cool-down** principles in a fitness plan:
- warm-up
 - low intensity activity, e.g. walking, jogging
 - dynamic stretching, e.g. walking lunges, high knees (stretching with movement)
 - static stretching, e.g. triceps overhead stretch (stretching with no movement)
 - cool-down
 - low intensity activity, e.g. walking, jogging
 - static stretching.
- 1.2.1 Understands that **proficiency** is
- adequate ability to engage in the activity in a meaningful way.
 - active participation in increased complexity of movement forms to safely participate in an activity.
 - adequate understanding of the rules of the activity.
- 1.2.2 Demonstrates **proficiency** (e.g., basic skills) in an increasing number of more complex versions of movement forms (e.g., individual, team, and recreational activities):
- **Net:** volleyball, badminton, table tennis, pickle ball, tennis
 - **Skills**
 - **badminton, pickleball, tennis** (forehand, backhand, serving)
 - **volleyball** (passing/bumping, setting, hitting, receiving, serving)
 - **Strategies:** offensive, defensive, positioning, serving
 - **Rules:** objective of the game/scoring

2. Movement concepts and principles

- 2.1.1 Applies activity- specific knowledge to develop movement competence and proficiency
- 2.1.3 **Applies skills, strategies and rules to specific activity/sport**
- **Net:** volleyball, badminton, table tennis, pickle ball, tennis
 - **Skills**
 - **badminton, pickleball, tennis** (forehand, backhand, serving)
 - **volleyball** (passing/bumping, setting, hitting, receiving, serving)
 - **Strategies:** offensive, defensive, positioning, serving
 - **Rules:** objective of the game/scoring
- 2.2.1 Identifies and applies critical elements/sport specific skills to enable the development of movement competence or proficiency:
- **Net:** volleyball, badminton, table tennis, pickle ball, tennis
 - e.g. in tennis swinging low to high forehand/backhand to create top spin
- 2.3.1 Understands
- **movement skills**, e.g. striking skills - tennis and volleyball serve; similarities and differences.
 - **concepts (understanding)**, e.g. transfer of similar concepts from skill to skill; similarities and differences.

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- **principles (why)**, e.g. good performance is linked to process ; similarities and differences between activities at a more complex level.
- 2.3.2 Transfers and use movement skills, concepts and principles in the following:
- **Net:** volleyball, badminton, table tennis, pickle ball, tennis
 - e.g. overhand serve in volleyball progressing to an overhand smash in badminton
- 2.4.1 Analyzes and applies **basic offensive** and **defensive strategies** in games and sports.
- **Net:** volleyball, badminton, table tennis, pickle ball, tennis
 - attack (offense)
 - **ready position**
 - **shot** placement
 - ✓ hit to open spaces
 - ✓ force opponent to move to create spaces
 - defend (defense)
 - ready position
 - defend spaces
 - blocking (volleyball)
 - examples of strategies
 - singles vs. doubles in badminton and pickleball and table tennis
 - outside hitter vs. an inside hitter in volleyball

3. Benefits from physical activity

3.1.1 Identifies and analyzes the **physical benefits of regular** participation in physical activity (grades 9-10), e.g.

3.1.2 Understands the benefits of **warm-up** and **cool-down** principles in a fitness plan:

- warm-up
 - low intensity activity, e.g. walking, jogging
 - dynamic stretching, e.g. walking lunges, high knees (stretching with movement)
 - static stretching, e.g. triceps overhead stretch (stretching with no movement)
- cool-down
 - low intensity activity, e.g. walking, jogging
 - static stretching.

3.2.1 Analyzes, predicts, and evaluates the **physical benefits of** regular participation in physical activity(grades 11-12), e.g.

- **health benefits**
 - improves bone strength
 - improves muscular strength and endurance
 - improves sleep patterns/quality
 - increases energy
 - increases immune system function
 - lowers blood pressure
 - reduces stress
 - strengthens cardio-vascular system
- **disease prevention and health risks**
 - chronic illnesses
 - heart disease
 - high cholesterol
 - hypertension/high blood pressure
 - obesity
 - osteoporosis
 - respiratory diseases
 - stroke
 - Type II diabetes
- **physiological changes**
 - increase muscle mass
 - increases metabolism
 - longevity
 - reduces body fat, controls weight
 - components of fitness target
 - muscular strength
 - muscular endurance
 - flexibility
 - cardio vascular

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5. Personal and social behavior

5.1.1 Wears **specific** and **appropriate clothing** and **protective equipment** to participate in physical activity. (handbook)

5.1.2 Understands and applies **safety considerations** for all physical education activities:

- proper attire
 - sneakers and socks
 - sweatshirt/sweatpants for outdoor activities (suggested)
- rules of the game
- proper use of equipment

5.1.3 Identifies and avoids **actions or behaviors that endanger others**, e.g.

- **bullying/ cyber bullying**
- **inappropriate physical contact** e.g.
 - tackling in flag football
 - tripping
 - pushing/shoving
- **inappropriate use of equipment** e.g.
 - swinging bats, sticks, rackets, clubs, bow and arrows

5.1.4 Describes **safety protocol** to avoid

- blood-borne pathogens
- transmission of disease
- inhaler usage/breathing emergencies
- dehydration
- hypo/hyperthermia during physical activity
- inappropriate attire for weather conditions
- injury.

5.1.5 Applies **safety protocol** in all physical activity settings, e.g.

- weight room
- gymnasium
- locker room
- turf fields
- outdoor facilities

5.1.6 Selects and uses appropriate **warm-up and cool-down activities** to prevent injuries.

- dynamic
- static

5.2.1 Explains why and how **rules** make participation in physical activity safe, e.g.

- Rules for specific sports, e.g.
 - hockey – no checking
 - flag football – no tackling
- proper attire and footwear

5.2.2 Understands and applies the criteria for **proper, appropriate, and safe attire** for physical activity:

- Athletic shorts of appropriate length (following NSHS Handbook) or sweat pants
- Jewelry (loose and dangling removed)
- Sneakers (tied)
- T-shirts or athletic jersey (following NSHS Handbook)

5.3.1 **Communicates** effectively with others to promote respect, tolerance, and conflict resolution in cooperative and competitive activities.

5.3.2 Shows **respect** for others in positive and negative game situations.

5.3.3 **Accepts all decisions** of game officials, e.g. teachers, students, and coaches (good sportsmanship).

5.4.1 Resolves conflicts in appropriate ways such as:

- Proper communication
- Walking away from a situation
- Getting help
- Talking to trusted adults

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- 5.4.2 Applies a **conflict resolution process** when confronted with a behavior choice:
- *define the conflict*
 - *agree to solve the problem*
 - *exchange reasons for opinions*
 - *revise opinions*
 - *brainstorm solutions*
 - *determine the best solution.*
- 5.5.1 Comprehends the benefits of **working cooperatively** in a group to achieve one main goal by:
- Demonstrating positive behavior in both competitive and cooperative settings.
 - Recognizing good sportsmanship from teammates and opponents.
 - Makes good decision-making based on the safety of self and others.
 - Demonstrates cooperation with peers and others through verbal and non-verbal behavior to achieve group goals.
 - Demonstrates tolerance and acceptance in competitive as well as cooperative settings.
- 5.6.1 Applies the appropriate use of the following in all physical activity settings to ensure safety:
- appropriate equipment/clothing
 - field conditions and safety concerns
 - good sportsmanship
 - procedures and protocol
 - proper etiquette
 - rules and regulations
- 5.6.2 Recognizes how to prevent injuries e.g.
- awareness of potential facility hazards
 - extreme weather conditions
 - hydration awareness
 - importance of warm-ups and cool downs
 - notify if injured
- 5.7.1 Understands that participating in physical activity provides opportunities to interact with a variety of peers and develop existing relationships.
- development and growth, taking control of life)
- 5.7.2 Differentiates between positive and negative verbal and non-verbal communication, e.g.
- body language
 - gestures
 - expressions
 - words
- 5.7.3 Demonstrates positive verbal and non-verbal communication, e.g.
- body language
 - gestures
 - expressions
 - words
- 5.8.1 Identifies and appreciates the key elements of cooperative and productive group processes:
- cooperation/collaboration
 - creativity/thoughtful
 - communication skills
 - active
 - reflective
 - positive risk taking
 - leadership/shared leadership
 - respect
 - trust
 - self-discipline
- 5.8.2 Demonstrates the following to achieve the common goal of the activity or sport:
- communication
 - conflict resolution
 - cooperation
 - etiquette
 - group identity

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- positive interaction
- rules and procedures
- roles and relationships
- safe practices
- short and long-term goals
- sportsmanship
- teamwork

6. Internal and external environments

- 6.6.1 Identifies youth organizations in the community that offer physical activity programs
- Home setting, e.g. Backyard, basement
 - Private and public facilities

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

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| <ul style="list-style-type: none"> • Activity logs • Anecdotal records skill assessments • Conferencing • Exhibits • Interviews <ul style="list-style-type: none"> ○ Student to student ○ Teacher to student ○ Student to third party | <ul style="list-style-type: none"> • Collaboration - interpersonal • Graphic organizers • Journals • Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> ○ Role playing - bodily kinesthetic • Oral presentations • Problem/Performance based/common tasks | <ul style="list-style-type: none"> • Rubrics/checklists • Tests and quizzes (pre and post) • Technology • Think-alouds • Writing genres <ul style="list-style-type: none"> ○ Arguments/ opinion ○ Informative |
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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

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| <ul style="list-style-type: none"> • Clipboards • DVDs • Projector • Ipad • Stopwatches • Sports equipment for: volleyball, badminton, table tennis, pickle ball, tennis | <ul style="list-style-type: none"> • www.choosemyplate.gov • www.fitness.gov • www.cdc.gov • www.fitnessgram.net • www.pbs.org (life fitness) • www.pbis.org • www.health.qld.gov | <ul style="list-style-type: none"> • www.essentiallifeflskills.net • www.crnhq.org (conflict resolution, conflict resolving communication in a culture of peace and social justice) • www.essentiallifeflskills.net (personal |
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VOCABULARY

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| <ul style="list-style-type: none"> • net • forehand • backhand • Offensive/defense • Birdie • volleyball | <ul style="list-style-type: none"> • Serve • Serve receive • ball • paddle • racquet • let | <ul style="list-style-type: none"> • rotation • Singles/doubles • Double bounce • No volley zone • Smash • volley |
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- **Sending an object:** For example, throwing or hitting a ball or passing a volleyball or ring with the appropriate apparatus.
- **Receiving an object:** For example, passing with the hands and arms, cradling a ball with the feet, or receiving an object with a paddle or racket.
- **Change of direction:** Changing the direction your body is traveling is an extremely important skill to all games in this category.
- **Traveling in multiple directions:** An important part on both the offensive and defensive side of these games is being mobile; going forwards, backwards, to either side, and to all diagonals.
- **Speed and Agility:** An important skill in many games within the category of invasion/territory and in other categories as well.
- **Spatial awareness:** Spatial awareness is a key concept within this category, and is useful in many other categories. Through TGfU, students can easily develop the complicated skill of recognizing their position with association of the object of play (ball, Frisbee, etc) and

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their opponent. Spatial awareness might be one of the most important skills a student could possess when attempting to master more complex games.

- **Change of speed:** Being able to change speed is a skill as well as a strategy within the court.
- **Anticipation:** While anticipation is not a necessary skill it can be extremely valuable when playing in these types of games.
- **Footwork:** Having good footwork will not only improve balance, it will aid in learning all of the above skills.

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LESSON PLAN for SMALLER UNITS _____

LESSONS

- Lesson # 1 Summary:**
 - Lesson #2 Summary:**
 - Lesson #3 Summary:**
 - Lesson # 4 Summary**
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OBJECTIVES for LESSON # _____

- Materials/Resources:**
- Procedures:**
 - **Lead –in**
 - **Step by step**
 - **Closure**
- Instructional strategies:** see curriculum introduction
- Assessments:** see curriculum introduction
 - **Formative**
 - **Summative**