

MS PE Nitro Ball

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

During the Nitroball unit, students will learn proper technique in hitting a ball, the rules of the game and the history of the game. Score more points than the opposing team by passing, striking, or hitting the NitroBall™ over the net so the opponents cannot legally return the ball

NitroBall was created in summer of 2005 in Sarasota, Florida. And was first known as “inverted volleyball 2. Created by Peter Boucher and became Nitroball at Canton High School in Massachusetts.

Essential Questions:

1. What is the only way to serve?
2. Nitro ball is also called?
3. How many times may a team hit the ball to get it over the net?
4. What sport is nitro ball similar to?
5. If the ball hits the net and goes over during the rally or serve you must?
6. If the ball is on the line it is counted as?
7. Which hit is similar to a spike in volleyball?
8. A nitro ball game is played to how many points?
9. How many players are on the court for a team?
10. What type of court was nitro ball originally played on?

Enduring Understandings:

Nitroball is a sport that can be played throughout a person's entire lifetime.

Nitroball is adaptable to all different skill levels.

Sportsmanship are important factors for the enjoyment of all.

Value of Physical Fitness in overall wellness.

Value of developing motor skills such as hand/eye coordination.

When to use different shots such as drop shot, overhead lob, overhead smash

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
HE.6-8.2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
HE.6-8.2.2.8.PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
HE.6-8.2.2.8.MSC	Movement Skills and Concepts
HE.6-8.2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
HE.6-8.2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
HE.6-8.2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Lesson Titles:

Lesson 1 - History and Rules of Nitroball (Study Guide and Packet)

Lesson 2 - Technique and Strategy

Lesson 3 - Small Group Work and Practice Games

Lesson 4 - Gameplay

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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TECH.9.4.2.CI.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

TECH.9.4.2.CT

Critical Thinking and Problem-solving

Brainstorming can create new, innovative ideas.

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Individuals from different cultures may have different points of view and experiences.

Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Inter-Disciplinary Connections:

TECH.8.1.P.A.1

Use an input device to select an item and navigate the screen.

Equity Considerations

Amistad Mandate

Topic: Racism in Sports

Materials Used: <https://www.nbcnews.com/news/world/english-soccer-has-been-blighted-racism-also-leads-charge-against-n1274180>

Addresses the Following Component of the Mandate: There are implicit biases and stereotypes across all sports, especially soccer. This article shares how a black soccer player was criticized for playing the sport and mocked when making mistakes in games, regardless of the skills that got him to the professional level.

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Equal pay for women in sports.

Materials Used: <https://www.nytimes.com/2022/02/22/sports/soccer/us-womens-soccer-equal-pay.html>

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): LGBTQ players in sport and the Stigmas they carry

Materials Used: <https://www.nbcnews.com/think/opinion/first-openly-gay-nfl-player-carl-nassib-could-be-turning-ncna1271896>

Addresses the Following Component of the Mandate: The first openly gay man to actively play for the NFL at the time of coming out was not until 2021.

- Economic
- Political
- Social

Climate Change

<https://www.commonwealthfund.org/publications/explainer/2022/may/impact-climate-change-our-health-and-health-systems>

This article shares the importance of being aware of climate change as it relates to physical and mental health. Being in good health, and being able to adapt to ever-changing weather conditions is a key part of living and long, healthy life.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Younghoe Koo, Asian American NFL field goal kicker.

Materials Used: https://www.espn.com/nfl/story/_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessment

Writing prompt

Skills Based Assessment

Reading response

Summative Assessment:

- Alternate Assessment
- Marking Period Assessment

Resources & Materials:

Unit Packet & Study Guide

Nitroball Nets

Nitroball

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

1. The students will be able to implement different strategies to increase their chances of scoring.
2. The students will be able to critique themselves and the other team to ensure the rules are being followed.
3. The students will be able to explain the different types of rules and challenges presented in nitroball.
4. The students will be able to recall certain rules and facts about the game of nitroball.

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the

appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments

- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

TECH.8.1.P.A.5

Demonstrate the ability to access and use resources on a computing device.

Computer Science and Design Thinking Standards
