Unit 11: Pickle Ball

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 18**
Length: **1 Week**
Status: **Published**

Unit Overview

During this unit, the students will learn the rules, key terms, boundaries of the court, positions, racket handling, and rules of pickle ball. Teamwork and sportsmanship will be emphasized.

Standards

HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
HPE.2.5.6.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to

improve personal fitness.

Essential Questions

- Why are skills and game knowledge important to participate in physical activities/sports?
- How can physical activity/sports provide a range of lifelong benefits?
- What concepts and skills are essential for successful participation in these lifelong activities?

Application of Knowledge and Skills...

Students will know that...

- 1. Key vocabulary terms related to pickle ball (paddle, grip, forehand, backhand, serve, volley, drop-shot, carry, fault, groundstroke, let, lob, rally, side-out)
- 2. The basic rules of pickle ball
- 3. The scoring rules of pickle ball

Students will be able to...

- A. Properly hold a paddle, serve and return a ball, demonstrate a forehand and a backhand hit.
- B. Apply learned skills to a regulation game of pickle ball as either a single or a double.
- C. Identify the boundaries of the court.

Assessments

- Unit Test Summative: Written Test A test on pickle ball. 2.5.6.A.1-4, 2.5.6.B.1-2, 2.5.6.C.1-3, 2.6.6.A.1-3
- Participation & Effort Formative: Other visual assessments 2.5.6.A.1-2, 2.5.6.B.1, 2.5.6.C.1-3

Activities

Introduce pickle ball and explain similarities to tennis. Review boundaries, scoring, how to hold the racket and how to hit the ball.

Demonstrate how to play doubles.

Practice hitting back and forth over the net.

Assign partners and play games.

Provide other activities, such as table tennis, pull-ups, strength-band exercises, jump-ropes, pegboard climb, and knock hockey tables for students who are not engaged in the pickle ball game.

Ticket to Leave- daily

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include:
  - Specialized Equipment- racket that vary in size and weight
  - Mini-lessons- practice hitting the ball against the wall
  - Allow students to choose serving method based on their ability level

Differentiation for ELL's:

- General modifications may include:
  - Integrate activities into thematic units
  - tap the student's prior knowledge and experience, which may be different from other students in the class
  - teach learning strategies and scaffold complex texts
  - organize students into a variety of learning groups
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: paddle, grip, forehand, backhand, serve, volley, drop-shot carry, fault, groundstroke, let, lob, rally, side-out

Differentiation to extend learning for gifted students may include:

- Specialized Equipment- racket that vary in size and weight
- Mini-lessons- practice hitting the ball against the wall
- Allow students to choose serving method based on their ability level

Integrated/Cross-Disciplinary Instruction

Social Studies- history of sport and how it has transformed over the years

Health- safety and warm-up/cool down exercises to help prevent injuries

Resources

Pecentral.org

crowsdarts.com

teachphysed.com

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.