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.2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.8.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
HPE.2.5.8.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
HPE.2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
HPE.2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

HPE.2.6.8.A.CS1	Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

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.