Unit 07: Net Games

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 23**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn and participate in games that involve nets. The students will participate in lead-up games for volleyball. Students will practice the volleyball skills: setting, bumping and spiking.

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.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.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Essential Questions

1. How are skills and drills important to participation in volleyball?

2. Why is it important to practice fundamental skills?

3. How can one effectively acknowledge the contributions of teammates?

Application of Knowledge and Skills...

Students will know that...

- 1. volleyball vocabulary: set, bump, spike, serve, and rotate.
- 2. that there are specific rules and scoring procedures for the game of volleyball.
- 3. teamwork is critical for success when playing net games.

Students will be able to...

- A. Demonstrate the skills of set, spike, serve, rotate, and bump.
- B. Demonstrate ball control while volleying.
- C. Explain the rules for playing a volleyball game.
- D. Apply skills in game play.

Assessments

Volleying Practice
Diagnostic: Other visual assessments
In groups of four, students will play "keep up" using the skills of set, bump, spike, serve. A performance rubric will be utilized.
2.5.4.A.1. 2.5.4.A.2, 2.5.4.A.4, 2.5.4.B.1, 2.5.4.C.2, 2.6.4.A.2

Volleyball Skills
Formative: Exhibition
Students will individually demonstrate skills of throwing and catching in a volleyball game setting.
2.5.4.A.1, 2.5.4.A.2, 2.5.4.B.1, 2.6.4.A.2

Volleyball Game
Summative: Exhibition
Students will play an actual volleyball game using rally scoring. A performance checklist will be used to evaluate game play.
2.2.4.A.1, 2.5.4.A.1, 2.5.4.A.2, 2.5.4.B.1, 2.5.4.B.2, 2.5.4.C.1, 2.5.4.C.2, 2.6.4.A.2

Activities

- Beach Volleyball: Students strike the ball over the net using proper technique in the service, bump,

set, and spike.
- Blind Volleyball: Students divide into two teams and try to score on their opponents by striking the ball while staying in their spot.
- Ringoes: Two teams will throw three deck rings over the net in an attempt to have them hit the floor on other team's side.

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:
  - Students will catch the ball and return it by throwing it over the net using proper technique.
  - Smaller balls and balls of softer texture will be substituted for students as needed.

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: set, bump, spike, serve, and rotate

Differentiation to extend learning for gifted students may include:

- Students will be challenged to beat records of "keep up".

Integrated/Cross-Disciplinary Instruction

- Mathematics connection: keeping a running tally of the score, including penalties.

Resources

- Ready to use, P.E. Activities, Joanne M. Landy and Maxwell J. Landy, Parker Publishing Company, 1992
- www.pecentral.com
- www.teachphysed.com
- Awesome Elementary School Physical Education Activities, Cliff Carnes, 1983
- Elementary P.E. Teacher's Survival Guide, Jeff Carpenter & Diane Tunnell, Parker Publishing Company, 1994
- Volleyballs, nets, and pinneys

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.