

# Unit 07: Net Games

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

## Unit Overview

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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

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| 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

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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...**

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### **Students will know that...**

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- 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...**

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- 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**

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### **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**

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- 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**

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### **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**

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

## **Resources**

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- Ready to use, P.E. Activities, Joanne M. Landy and Maxwell J. Landy, Parker Publishing Company, 1992
- [www.pecentral.com](http://www.pecentral.com)
- [www.teachphysed.com](http://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**

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| 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. |