

# **Unit 3 - Net Games Copied from: PE 9, Copied on: 12/15/21**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Comprehensive Health and Physical Education, Grade  
9**

**Unit 3 - Net Games**

**Belleville Board of Education**

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## **Unit Overview**

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In this unit, students will learn and participate in games that involve nets. Players/teams score by hitting an object into a court space in such a way that the opposing player/team cannot hit it back within the allowed amount of touches. Tactical problems related to net games include setting up an attack, creating space on offense, reducing space on defense, etc.

Examples of net games include:

- Tennis
- Volleyball
- Badminton
- Pickleball

## **Enduring Understanding**

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- Different strategies impact the outcome of games.
- Participation opportunities have expanded over time.
- There are many long term benefits of a proper warm up and cool down.
- Nutrition plays a vital role in performance and recovery.

## Essential Questions

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- Does having a piece of equipment between you and the object change the relationship between you and the object?
- Does having a net between you and your opponent change the dynamics of the game?
- What role do net sports play in your overall fitness level?
- How does using strategy in racquet/net sports influence performance in competitive games?
- How has racquet sport participation evolved over time?
- What are the benefits of a proper warm and cool down when participating in net sports?
- How does nutrition play a role in net sport performance?
- How does one's role in team net sports impact the social dynamic?
- How do the court boundaries differ between singles and doubles?
- What are the different types of hits called in badminton?
- How many touches are allowed in volleyball?
- How does the height of the net differ between the net sports?

## Exit Skills

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- Students have a basic understanding of the skills and rules of net games.
- Use effective communication skills and display good character values under challenging situations.
- Develop confidence in gross and fine motor skills to provide a foundation for participation in physical activities.
- Develop and refine gross motor skills.
- Use objects and props to develop spatial and coordination skills.
- Develop problem-solving skills, cooperation, and the ability to trust others.
- Develop in the areas of sportsmanship and teamwork and will also be knowledgeable in game strategies and rules.
- Improve self-esteem and develop a positive attitude toward physical fitness and physical activity.
- Demonstrate the understanding and respect for differences among people in physical activity settings.

## New Jersey Student Learning Standards (NJSLs)

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HE.2.2.12	Physical Wellness
HE.9-12.2.1.12.CHSS.7	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
HE.9-12.2.1.12.CHSS.8	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
HE.9-12.2.2.12.LF	Lifelong Fitness
HE.9-12.2.2.12.PF	Physical Fitness
HE.9-12.2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
HE.9-12.2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
HE.9-12.2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
HE.9-12.2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
HE.9-12.2.2.12.PF.5	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
HE.9-12.2.2.12.MSC	Movement Skills and Concepts
HE.9-12.2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
HE.9-12.2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
HE.9-12.2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance,

	fitness).
HE.9-12.2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
HE.9-12.2.2.12.MSC.5	<p>Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</p> <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p> <p>Individual and team execution requires interaction, respect, effort, and positive attitude.</p>

## **Interdisciplinary Connections**

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LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.C	Spell correctly.
9-12.HS-LS1-7.5.1	<p>Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.</p> <p>Numbers and Number Systems</p> <p>Statistics and Probability</p>

## **Learning Objectives**

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- SWDAT Explain how net sports play a role in your overall fitness level.
- SWDAT Analyze how racquet sport participation evolved over time.
- SWDAT Define the benefits of a proper warm and cool down when participating in racquet sports.
- SWDAT Identify the role nutrition plays in net sport performance.
- SWDAT Break down how roles in team net sports impact the social dynamic.
- SWDAT Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings.

- SWDAT Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## Suggested Activities & Best Practices

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- Hitting Drills
- Serving Drills
- Footwork Practice
- Passing Drills
- Defensive Strategies
- Modified Games
- Historical Athlete Project (Amistad, LGBTQ)
- Field Impact Analysis (Climate Change)

## **Assessment Evidence - Checking for Understanding (CFU)**

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- Quarterly Exam - summative assessment
- Current Event Assignments - alternative assessment
- Multimedia Reports - formative assessment
- Written Reports - summative assessment
- Surveys - formative assessment
- Evaluation rubrics - Sport Ed - formative assessment
- Self- assessments - alternative assessment
- Teacher Observation Checklist - formative assessment
- Explaining - formative assessment
- Youtube Video Analysis - formative assessment

## **Primary Resources & Materials**

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- Scoreboards
- Whistles
- Chromebooks (Assignments, Current Events, Etc.)
- Balls (volleyballs, tennis balls)
- Nets
- Courts
- Raquets (tennis, badminton)
- Shuttlecocks

## **Ancillary Resources**

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- Sport Ed Model Packet (instructions, rules, roles, etc.)
- Quarterly Exam Review Sheets (one per sport)
- Quarterly Exam (one per sport)

- Current Events Worksheet
- Medical Writing Assignment

## **Technology Infusion**

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- Youtube Videos (skills, drills, history, etc.)
- P.E. Google Classroom (Rules, Assignments, Information, Announcements, etc.)
- Chromebooks (Assignments, Current Events, Quarterly, Etc.)



## **Alignment to 21st Century Skills & Technology**

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WRK.9.2.12.CAP

Career Awareness and Planning

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

With a growth mindset, failure is an important part of success.

There are strategies to improve one's professional value and marketability.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

## **21st Century Skills/Interdisciplinary Themes**

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-Communication & Collaboration

-Life and Career Skills

-Critical Thinking and problem solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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-Global Awareness

-Health Literacy

- Civic Literacy
- Global Awareness
- Health Literacy

# Differentiation

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## Differentiations:

- Small group instruction
- Mini 2v2 modified games
- Post rules and explanation of game throughout the gym
- Demonstrate game/activity
- Youtube videos of professionals playing
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

## Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Sport Ed Model
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers

- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Fitness Journal
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

### **Special Education Learning (IEP's & 504's)**

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- Use Visuals such as video clips and pictures
- Preview of content, concepts and vocabulary
- Have student repeat directions to check for understanding

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- Change and Modify equipment based on skill level
- check work frequently for understanding
- computer or electronic device utilizes

- demonstrate game or activity
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- Post pictures and diagrams of the rules around the gym
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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-Glencoe Comprehensive Health and Human Sexuality Translated Materials

-Partner Work with a translator

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- Glencoe Comprehensive Health and Physical Education Virtual Textbook - translated videos
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives

- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- Translated ruled and diagrams
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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-Use PowerPoint in conjunction with notes

-tutoring by peers

-providing study guides

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- Partnering with peers - Sport Ed model
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- Smaller courts, bigger rackets, bigger balls/birdies
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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- Create campaigns to demonstrate advocacy

-Advance problem-solving

-Above grade level placement option for qualified students

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- more competitive, modified games
- Multi-disciplinary unit and/or project
- Sport Ed - Act as coach/trainer
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize higher level plays and game strategies
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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**Unit Name:** Badminton

**NJSLS:** (linked)

**Interdisciplinary Connection:** language arts literacy

**Statement of Objective:**

- SWDAT understand and perform proper techniques (forehand, backhand) learned thus far in order to play a modified game of doubles on a smaller court.

**Anticipatory Set/Do Now:** passing with a partner

**Learning Activity:** explanation/demo of doubles play, modified game play

**Student Assessment/CFU's:** student utilizes proper technique during drills, proper application of rules

**Materials:** badminton rackets, shuttlecocks, badminton info packets

**21st Century Themes and Skills:** health literacy

**Differentiation:** by process (linked)

**Integration of Technology:** use of youtube video clips for reference

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