# 12th Grade PE - Unit 7-9  Net Games

Content Area: **Health & PE**
Course(s):
Time Period: **December**
Length: **4 Weeks**
Status: **Published**

## Targeted Standards

| | |
|---|---|
| | Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). |
| 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). |
| | Individual and team execution requires interaction, respect, effort, and positive attitude. |
| 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. |
| 2.2.12.MSC.5 | Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |
| 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. |
| 2.2.12.PF.2 | Respect and appreciate all levels of ability and encourage with care during all physical activities. |
| | 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). |
| 2.2.12.LF.2 | Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. |
| 2.2.12.LF.3 | Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. |
| 2.2.12.LF.4 | Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. |
| 2.2.12.LF.5 | Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |

## Rationale & Transfer Goals

Playing Team net sports will promote camaraderie between students.  Students will need to display teamwork to successfully play the game.  When learning to set, bump, and volley communication skills will be tested.  Students' hand-eye coordination will also be tested during drills and games of volleyball, badminton, spikeball.

## Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

That personal and group contributions lead to achievement of goals and tasks.

A group's ability to be respectful supportive, and adherent to code of conduct will enhance group productivity.

Mentally preparing for a game or activity can help with performance.

Rules and regulations have an impact on the health and safety of participants.

Factors such as health status, interests, environmental conditions, and available time have impact on personal fitness.

There is a progression of activity that will improve each component of fitness and skill level.

## Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

How can we apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.

How might the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity effect you.

Why is there a need for rules and regulations?

What are the benefits of teamwork and good sportsmanship?

How can we score ?

## Content/Objectives

## Content - What students will know

How to evaluate personal participation as a leader and a follower.

How to use positive reinforcement to critique other participant's performance.

How to keep score during a game.

How to serve, set, and bump.

## Skills - What students will be able to do

Employ strategies to improve communication and listening skills and assess their effectiveness.

Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.

Properly serve volleyball to start a game.

Properly bump and set during a game.

Participate in a game using proper scoring and abiding by all rules.

## Instructional Activites

## Evidence (Assessments) - How we know students have learned

Participation

Sample Assessment Item

Students will be graded on completion of skills and participation in class.

## Activities/Strategies - How we teach content and skills

Bumping drills (students stand 10 ft. apart and bump back and forth)

circle drills (group in a circle keeping ball in air)

Setting drills (students stand 10 ft. apart and set the ball back and forth)

Serving drills (students will serve to each other using proper serving technique)

## Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

## Content or Skill for this Unit

*Students will apply teamwork for attainment individual and team goals.

*Research the rules of volleyball

*Apply rules of team sports in cooperative play

*Incorporate communication into effective team play

## Spiral Focus from Previous Unit

*Motor Skills

*Agility

*Flexibility

*Components of Fitness

## Instructional Activity

*Volley by numbers

*Duke Nukem

*Fives Passes

*Bump/Setting Games

*Game Play

*Tournament Play

## 21st Century Skills - What are the 21st Century Skills that are a part of this unit?

- • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

## Interdisciplinary Connections - How does this content impact the following groups

## ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and

relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- standards supporting written and print communication across all areas of the course

## Science

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise]

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

- Connections to study of exercise physiology and associated anatomy
- Basic understanding of communicability of diseases in discussion of wellness

## Math

Creating Equations A -CED

A. Create equations that describe numbers or relationships. 1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Modeling with Geometry G-MG

A. Apply geometric concepts in modeling situations. 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Interpreting Categorical and Quantitative Data S-ID N-ILN

A. Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

Making Inferences and Justifying Conclusions S-IC

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies

- math processes related to fitness and health data, geometry in gameplay, and quantitative representations

## Key Resources

www.presidentschallenge.org

www.fitness.gov

www.pecentral.com

www.sparkpe.org