

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (Physical Education) – 6th Grade

Net/Wall Games	
UNITS Sample of units that can be included under teaching invasion games.	badminton, volleyball, spikeball, pickleball, tennis, table tennis, nitro ball
Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?	Net/Wall games are games in which two teams or individuals send an object towards a court or target area that an opponent is defending. The overall goal is to send the object in a manner that makes it difficult for the opponent to return.
Essential Questions What questions will provoke and sustain student engagement while focusing learning?	Standard 1: 1. What are key skills used in net/wall games? 2. What are cues to execute skills in net/wall games? Standard 2: 1. What strategies can be used when on offense or defense in net/wall games? Standard 3 1. How can participation in net/wall games fulfill fitness and lifetime activities? 2. What skill-related components of fitness are used in net/wall games? Standard 4 1. What are the rules of net/wall games? 2. How do teamwork and sportsmanship affect game play?
Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?	NPES Standard 1: Demonstrate competency in a variety of motor skills and movement patterns. Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

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	Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>6.1.MP1. Demonstrate simple movement concepts, principles, strategies and tactics when learning and performing physical activities.</p> <p>6.1.MP2. Demonstrate simple and combined motor skills in a variety of games and activities.</p> <p>6.1.MP3. Perform a wide variety of locomotor movements in combination, using different pathways and directions, while moving around others and/or equipment</p> <p>6.1.MS1. Send and receive a variety of objects, adjusting for speed and distance, while applying appropriate performance cues.</p> <p>6.2.MC2. Demonstrate how motor skills and techniques need to be refined, combined and varied in the development of specialized skills for participation in games and activities.</p> <p>6.3.PA1. Describe how being physically active leads to better health.</p> <p>6.3.PA2. Participate in a variety of physical activities.</p> <p>6.3.PF1. Identify the components of skill-related fitness.</p> <p>6.4.RE1. Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities.</p> <p>6.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict</p> <p>6.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.</p> <p>6.5.H1. Demonstrate that regular participation in physical activities supports the goals of fitness, reducing stress and a healthier lifestyle.</p>
<p>Learning Targets What do you want your students to be able to do.</p>	<p>Students will demonstrate good sportsmanship and cooperation in individual and team play.</p> <p>Students will identify, explain and demonstrate skills used in net and wall games.</p> <p>Students will identify and explain components of fitness utilized in net and wall games.</p> <p>Students will explain how net and wall games improve or maintain fitness levels.</p> <p>Students will identify and demonstrate offensive and defensive strategies in net and wall games.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	stroke, pass, rally, volley, ready position, skill-related fitness, serving, setting, follow-through,
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	Social Studies Science

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Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?	Teacher observation • Teacher checklist • Teacher/student discussion •Self assessment •Peer assessment
Instructional Strategies/Resources	direct instruction, modeling, differentiation Dynamic Physical Education https://www.dynamicpeasap.com/ OpenPhysEd: https://www.openphysed.org SPARK: https://www.sparkfamily.org PE Central: https://www.pecentral.org
**Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.	