

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (Physical Education) – 7th Grade

Net/Wall Games	
<p>UNITS Sample of units that can be included under teaching invasion games.</p>	<p>badminton, volleyball, spikeball, pickleball, tennis, table tennis, nitro ball</p>
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>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.</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1:</p> <ol style="list-style-type: none"> 1. What are key skills used in net/wall games? 2. What are cues to execute skills in net/wall games? <p>Standard 2:</p> <ol style="list-style-type: none"> 1. What strategies can be used when on offense or defense in net/wall games? <p>Standard 3</p> <ol style="list-style-type: none"> 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? <p>Standard 4</p> <ol style="list-style-type: none"> 1. What are the rules of net/wall games? 2. How do teamwork and sportsmanship affect game play?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>NPES</p> <p>Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>

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	<p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>7.1.MP1. Apply refined movement concepts, principles, strategies and tactics when learning and performing physical activities.</p> <p>7.1.MP2. Demonstrate combined motor skills in a variety of games and activities.</p> <p>7.1.MP3. Perform controlled movements in game-like situations.</p> <p>7.1.MS1. Demonstrate how to send, receive and retain a variety of objects, while taking into account position and motion in relation to others, equipment and boundaries, while applying appropriate performance cues.</p> <p>7.2.MC1. Demonstrate how movement concepts, principles, strategies and tactics apply to the performance of various physical activities and game-like situations.</p> <p>7.2.MC2. Demonstrate how motor skills and techniques need to be refined, combined and varied in the development of specialized skills for participation in physical activities and game-like situations.</p> <p>7.2.MC3. Demonstrate how nonlocomotor, locomotor and combination skills are used to build simple, creative sequences in physical activities and game-like situations.</p> <p>7.3.PA1. Explain the physical, social and mental/emotional benefits of being physically active.</p> <p>7.4.SW1. Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.</p> <p>7.4.RE1. Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities.</p> <p>7.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.</p> <p>7.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.</p> <p>7.5.H1. Compare how regular participation in physical activities supports the goals of a healthy lifestyle.</p> <p>7.5.C1. Identify strategies for persevering when physical activities bring challenge.</p> <p>7.5.SI1. Demonstrate positive social interactions during physical activity.</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>

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	Students will identify and demonstrate offensive and defensive strategies in net and wall games.
<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
<p>Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	Teacher observation • Teacher checklist • Teacher/student discussion •Self assessment •Peer assessment
<p>Instructional Strategies/Resources</p>	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
<p>**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.</p>	