

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (Physical Education) – 9th-12th Grade

Net/Wall Games	
<p>UNITS Sample of units that can be included under teaching Net/Wall 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>By the end of high school, the learner will be college- or career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ul style="list-style-type: none"> ● Can students demonstrate the mastery of skills and tactics needed to participate in two or more lifetime activities? ● Can students demonstrate competency in movements and manipulative skills needed in game-like situations? <p>Standard 2</p> <ul style="list-style-type: none"> ● Can students use movement concepts and principles to analyze and improve performance of self and/or others? ● Can students describe the mechanical principles, including but not limited to force, rotation extension or leverage, that apply to movement skills in physical activities, and analyze their contribution in improving movement performance? ● Can students analyze the relationship between and among effort, persistence, practice and improvement as they relate to skill development? <p>Standard 4</p> <ul style="list-style-type: none"> ● Can students interact positively in social and group interactions through the use of communication skills, critical thinking, accountability and leadership in a physical activity setting?

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	<ul style="list-style-type: none"> ● Can students demonstrate respect for others' diversity while participating in sports and/or physical activities? ● Can students apply conflict resolution/mediation skills when participating in sports and/or recreational activities? ● Can students explain how ethical behavior and positive social interaction impact effective participation in sports and physical activities? ● Can students apply rules of behavior and fair play in a variety of physical activities, sports and games as a competitor and/or spectator? ● Can students analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution in a variety of physical activities, sports and games? <p>Standard 5</p> <ul style="list-style-type: none"> ● Can students explain how physical, intellectual and emotional behaviors impact physical performance? ● Can students analyze the physical, emotional/mental and social benefits of regular participation in physical activities? ● Can students evaluate the personal benefits derived from regular participation in physical activities as they relate to quality of life? ● Can students explain how physical activities provide opportunities for self-expression and social interactions? ● Can students collaborate with others to advocate for a healthy community?
<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 skill and movement patterns.</p> <p>Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>

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Supporting Standards

Which related standards will be incorporated to support and enhance the enduring standards?

- HS.S1.1. Demonstrate the mastery of skills and tactics needed to participate in two or more lifetime activities.
- HS.S1.2. Demonstrate competency in movements and manipulative skills needed in game-like situations.
- HS.S2.1. Use movement concepts and principles to analyze and improve performance of self and/or others.
- HS.S2.2. Describe the mechanical principles, including but not limited to force, rotation extension or leverage, that apply to movement skills in physical activities, and analyze their contribution in improving movement performance.
- HS.S2.3. Analyze the relationship between and among effort, persistence, practice and improvement as they relate to skill development.
- HS.S4.1. Interact positively in social and group interactions through the use of communication skills, critical thinking, accountability and leadership in a physical activity setting.
- HS.S4.2. Demonstrate respect for others' diversity while participating in sports and/or physical activities.
- HS.S4.3. Apply conflict resolution/mediation skills when participating in sports and/or recreational activities.
- HS.S5.1. Explain how physical, intellectual and emotional behaviors impact physical performance.
- HS.S5.2. Analyze the physical, emotional/mental and social benefits of regular participation in physical activities.
- HS.S5.3. Evaluate the personal benefits derived from regular participation in physical activities as they relate to quality of life.
- HS.S5.4. Explain how physical activities provide opportunities for self-expression and social interactions.
- HS.S5.5. Collaborate with others to advocate for a healthy community.
- HS.S4.4. Explain how ethical behavior and positive social interaction impact effective participation in sports and physical activities.
- HS.S4.5. Apply rules of behavior and fair play in a variety of physical activities, sports and games as a competitor and/or spectator.
- HS.S4.6. Analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution in a variety of physical activities, sports and games.
- HS.S4.7. Examine moral and ethical conduct in specific competitive situations, including but not limited to intentional

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	fouls, performance-enhancing substances, gambling or current events in sport.
<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>	cooperation, teamwork, etiquette, communication, conflict resolution, 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>	<p>21st Century Learning Skills</p> <ul style="list-style-type: none"> ● Collaboration ● Communication ● Social Skills
<p>Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<ul style="list-style-type: none"> ● Students can demonstrate competency in 1 or more specialized skills in health-related fitness activities. ● Students can apply the terminology associated with exercise and participation in selected invasion games. ● Students can use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. ● Students can employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. ● Students can exhibit proper etiquette, respect for others and teamwork while engaging in physical activity. ● Students can use communication skills and strategies that promote team or group dynamics. ● Students can select and participate in physical activities or dance that meet the need for self-expression and enjoyment. ● Students can apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

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Instructional Strategies/Resources	Dynamic Physical Education https://www.dynamicpeasap.com/ OpenPhysEd: https://www.openphysed.org SPARK: https://www.sparkfamily.org PE Central: https://www.pecentral.org SHAPE America: www.shapeamerica.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.	