



Net Games - Unit 1: Traditional Net Games

Unit Focus

During this unit, students will engage in traditional team-oriented games that can be played with a ball and a net/goal. Two of the games they will participate in are the most popular sports in the Olympics which are basketball and Volleyball. Students will learn that each had their origins in the US in the state of Massachusetts where they were developed at Springfield College. While students are participating in these traditional team oriented games they learn the importance of teamwork which is necessary to be successful in all of the traditional games taught in this unit. Students will learn and apply skills, strategies, and tactics they can employ collectively during gameplay as it applies to each of the games. Examples of the games include, but are not limited to, basketball, soccer, volleyball, Spike Ball, and speedball.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Physical Education 9-12 <ul style="list-style-type: none">Demonstrates the ability to refine activity specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). (S1.H1.L2)Demonstrates competency in two or more specialized skills in health-related fitness activities. (S1.H3.L2)Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1)Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)Demonstrates the ability to apply strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.L1)Demonstrates the ability to use communication skills and strategies that promote team or group dynamics. (S4.H3.L1)Demonstrates the ability to assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3. L2)Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)	<i>Students will be able to independently use their learning to...</i> T1 Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations. T2 Develop skills, knowledge, and concepts through practice and analysis of results.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 People identify and address strengths and weaknesses to maximize their team's competitive advantage in game play. U2 Students consider and demonstrate various strategies to improve success in game play. U3 People who respect individual rights and roles engage in respectful exchanges that allows others to understand what is being shared.	<i>Students will keep considering...</i> Q1 What are my unique strengths, weaknesses likes and dislikes? Q2 What strategies can I use to help me in this moment? Q3 How can I help my group be productive?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 protecting the ball, creating space and moving into space for passing and receiving and give and go are strategies to maintain possessions on offense.	<i>Students will be skilled at...</i> S1 demonstrating the ability to use communication skills and strategies that promote team or group dynamics.

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

K2 positioning oneself between opponents and the goal, applying pressure and denying the creation of space are defense strategies.

K3 traditional net games include: basketball, soccer, speedball

K4 nets can be used as targets to create scoring opportunities.

K5 Vocabulary: Basketball: Double dribble, travel, pivot, B.E.E.F (Bend, Elbow, Extend, Follow-through) Person-to-person defense, zone defense, guards, forwards, triple-threat position, setting picks, back court violation, foul, block Soccer: Hand ball, offsides, Goal kick, corner kick, throw-in, defensive half/offensive half. midfielders, forwards, goalkeeper See Spikeball Vocabulary in resource

S2 applying strategies and tactics when analyzing errors in game play in net games.

S3 analyzing the opponent and considering strategies to develop a plan to help their team succeed.

S4 constructively building upon the thinking of others to achieve the objective or goal.

S5 Demonstrating the ability to apply strategies and tactics when analyzing errors in game play in net/wall and/or target games by:

- Analyzing the opponent, considering strategies and developing a plan to help their team succeed.
- Successfully implementing the plan during game play