Net Games - Unit 2: Racquet and Paddle Net Games

Unit Focus

This unit emphasizes games that require a Racquet or a Paddle. These games will mainly be played in singles or pairs. Students will learn how to strategically apply a variety of offensive tactics like sequencing shots in order to gain a competitive edge against opponents. Students will improve upon their foundation of defensive skills, and learn defensive tactics to prevent opponents from scoring. Examples of the games include, but are not limited to Pickleball, Badminton, and Ping Pong. The overarching theme for this unit is to develop skills that you can employ when participating in any of the sports for leisure and recreation. The hope is to expose students to a variety of games that they can play throughout their lives to benefit their social, emotional and physical well-being.

Stage 1: Desired Results - Key Understandings

Standard(s)

Connecticut Comprehensive K–12 School Counseling Framework (2020)
Counseling: 11-12

- Prepare to take charge of their own mental health as they transition to postsecondary education and/or work (S/E4.5)

Healthy and Balanced Living Curriculum Framework
Physical Education 9-12

- 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 describe the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)
- 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 discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)
- Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. (S3.H4.L1)

Transfer

Students will be able to independently use their learning to...
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)

Students will understand that...
U1 Students identify personal likes and dislikes and allot time to pursue their interests.
U2 Individuals engage in stress reducing activities in order to maintain a balanced lifestyle.
U3 Students demonstrate various strategies when making decisions to enhance health.
U4 People who respect individual rights and roles engage in respectful exchanges that allows others to understand what is being shared.

Essential Question(s)

Students will keep considering...
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

Students will know...
K1 playing strategies for singles and doubles.
K2 shot selection and moving their opponent around the court to create scoring opportunities are important strategies.

Skill(s)

Students will be skilled at...
S1 Applying the rules, strategies, and techniques of racquet or paddle game.

Stage 1: Desired Results - Key Understandings

• Demonstrates the ability to analyze the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.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) • Demonstrates the ability to evaluate the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2) **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)	**K3** basic rules and etiquette of a racquet or paddle game during gameplay. **K4** the importance of communication when playing in a singles or doubles racquet or paddle game. **K5** appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. **K6** the importance of taking charge of their own mental health through seeking out ways to be active and social beyond high school. **K7** the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	**S2** being prepared to take charge of their own mental health as they transition to postsecondary education and/or work **S3** Demonstrating the ability to refine activity specific movement skills in one or more lifetime activities. **S4** Demonstrating the ability to apply strategies and tactics when analyzing errors in game play in net games. **S5** Demonstrating the ability to use communication skills and strategies that promote team or group dynamics. **S6** Respectfully communicating and exchanging ideas. **S7** Listening carefully to and evaluating other members' contributions. **S8** Analyzing performance and making suggestions for improvement.