

Competitive PE: Racket and Net Games

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> SHAPE.1 Develops a variety of motor skills. SHAPE.2 Applies knowledge related to movement and fitness concepts. SHAPE.3 Develops social skills through movement. SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy active lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - participating in team settings promote tolerance, empathy, communication skills and accountability. - participating in competitive and recreational activities will help promote relationship building and lifelong fitness. - participating in individual physical activities, improves the quality of one's life.	ESSENTIAL QUESTIONS - Does having a piece of equipment between you and the object change the relationship between you and the object? - Does having a net between you and your opponent change the dynamics of the game?
Acquisition		
Students will know... - that utilizing sport-specific technique can give them a competitive advantage. - that participating in racket and net games promote tolerance, empathy, communication skills and accountability. - that participating in games will help promote relationship building and lifelong fitness. - that racket and net games have a historical and cultural role in society. - that there are specific moral and ethical expectations in conduct. - the rules and techniques for sports including but not limited to: tennis, pickleball, badminton <u>vocabulary:</u> Top spin, back spin, slice, full court game, drop, clear, smash, spin shots, drop, clear		
Students will be skilled at... - refining activity-specific movement skills in lifetime activities. - demonstrating competency in 2 or more specialized skills in health-related fitness activities. - identifying and discussing the historical and cultural roles of games, sports and dance in a society. - examining moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). - assuming a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. - accepting others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. - evaluating the opportunity for social interaction and social support in a self-selected physical activity or dance.		

Content Area Literacy Standards	21st Century Skills
RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	● <i>Make judgements and decisions</i> ● <i>Communicate clearly</i> ● <i>Collaborate with others</i> ● <i>Interact effectively with others</i> ● <i>Be flexible</i>

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	