

Introduction to 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 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 participating in various racket and net games can enhance lifelong fitness. - that participating in racket and net games promote tolerance, empathy, communication skills and accountability. - that there is proper etiquette and specific rules associated with racquet and net games. - that use of proper terminology and communication promote team/ group dynamics. - that thinking critically and problem solving is a key part of racket and net games. - the rules and techniques of sports including but not limited to: Tennis, Pickleball, badminton <u>vocabulary:</u> Love, advantage, deuce, let, double fault, forehand, backhand, punch serve, short sided game,	Students will be skilled at... - demonstrating competency and/or refines activity-specific movement skills in two or more lifetime activities. - demonstrating competency in 1 or more specialized skills in health-related fitness activities. - applying the terminology associated with exercise and participation in selected activities. - using movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and /or others in a selected skill. - exhibiting proper etiquette, respect for others and teamwork while engaging in physical activity. - using communication skills and strategies that promote team/ group dynamics. - solving problems and thinking critically in physical activity both as an individual and in groups. - applying best practices for participating safely in

		<i>physical activity.</i> • <i>identifying the opportunity for social support in a self-selected physical activity.</i>
Content Area Literacy Standards		21st Century Skills
RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. RST.9-10.4 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 9-10 texts and topics</i>. <u>WHST.9-10.4</u> 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	