

# Fitness and Physical Education UNIT PLANNING TEMPLATE

**UNIT:** Fitness and Team Sport Volleyball

**TIME FRAME:** 9/15 9/22

**TEACHER:** Allen

**Unit Summary and Rationales:** (Outlines the components of the unit and the reasoning for their inclusion):

Students will participate in fitness assessment and team sport activities. All the while learning how to work with others in a team of  
Students will show and demonstrate proficiency in fundamental volleyball skills, setting, bumping and serving. Students will be expected  
Display a knowledge of safety during team play by calling for the ball, not dominating other spaces in addition to theirs, displaying  
the proper form when striking the ball to reduce the chances of injury.

**Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCSS and relevant to the college and career ready student.

- ✓  Students will demonstrate independence.
- ✓  Students will value evidence.
- ✓  Students will build strong content knowledge.
- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will create an understanding of their perspectives and cultures.

**Unit Standards:** Teachers should list the standards to be addressed within the unit.

<p><b>Reading</b> <u>Students will read and comprehend text relevant to their current sport.</u></p>	<p><b>Writing</b> <u>Students will write informative and persuasive styles.</u></p>		

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<p><b>Essential Questions:</b> Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond <i>who, what and where</i>. They need to lead to the <i>how and why</i>.</p>	<p><b>Big Ideas:</b> These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study.</p>
<p>What makes fitness an important part of your lifestyle?</p>	<p>How can I get in the best shape of my life?</p>

<p><b>Learning Tasks:</b> Teachers list the various tasks students will engage in throughout the unit.</p>			
National State Standards (NSS)	Tasks	Language/Vocabulary	
<p>HPE 4, HPE5</p>	<p>Students will view the skills demonstrated by instructor demonstration or video instructions on vcr or smartboard.</p> <p>Students will assess their fitness as well as a partner.</p> <p>Students will assess their improvement in skills for team sport by peer check and self inventory checklist of skills.</p>	<p>Writing persuasive and informational.</p> <p><b>Set, bump, serve, rotate, side out, pass, dig</b></p>	

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<b>Assessments:</b> List types of assessments that will be used throughout the course of the unit. *If you do not have assessments for this unit, they should be created before moving on to the lesson design*		
<b>Diagnostic</b>	<b>Formative</b>	<b>Summative/Project</b>
Pre-Assessment Check of rules and knowledge of game Fitness assessment	Common Formative Assessment Reading of text on sport.	Post Assessment Project- Fitness testing and a regulation game.

**Text(s) Selections** (generated by (?) both teacher and student)  
 Teachers will list the genres/titles for study:  
 Edhelper.

**Notes:**