

MS PE Team Handball

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **4 Weeks**
Status: **Published**

Unit Overview:

Team handball is a game played between two teams of 7 or 11 players who try to throw or hit an inflated ball into a goal at either end of a rectangular playing area while preventing their opponents from doing so. A game consists of two 30-minute halves with an intermission, and players wear no protective equipment. The ball is moved by passing, dribbling, or hitting it with any part of the body above the knee. In handball, only the goalkeeper may kick the ball. Running more than three steps with the ball and holding it longer than three seconds are illegal.

Essential Questions:

1. What are some of the rules that make Team Handball unique compared to other games we play throughout the year?
2. How does one score in the game of Team Handball?
3. How many players are there typically for each team?
4. Where was Team Handball created? Why is that relevant?
5. What is one of the best ways to ensure that you are involved in the game and get a chance to catch and throw the handball?

Enduring Understandings:

1. Students will be able to examine specific history facts of the sport of team handball.
2. The students will be able to explain how to score, defend, have good sportsmanship and will understand the rules related to team handball

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.2.8.MSC

Movement Skills and Concepts

HE.6-8.2.2.8.MSC.1

Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

HE.6-8.2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
HE.6-8.2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
HE.6-8.2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
HE.6-8.2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Lesson Titles:

Lesson 1 - History and Rules of the game (Study guide and packet)

Lesson 2- Proper technique for throwing and catching of the handball

Lesson 3 - Shooting the handball into the goal

Lesson 4 - Practice Games

Lesson 5 - Self-Regulated Games

Career Readiness, Life Literacies, & Key Skills:

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market. Different types of jobs require different knowledge and skills. An individual's income and benefit needs and financial plan can change over time. Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Inter-Disciplinary Connections:

LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Equity Considerations

N/A

Amistad Mandate

Topic: Racism in Sports

Materials Used: <https://www.nbcnews.com/news/world/english-soccer-has-been-blighted-racism-also-leads-charge-against-n1274180>

Addresses the Following Component of the Mandate: There are implicit biases and stereotypes across all sports, especially soccer. This article shares how a black soccer player was criticized for playing the sport and mocked when making mistakes in games, regardless of the skills that got him to the professional level.

- Amistad
- Contributions of African Americans to our society
- Slavery in American
- Vestiges of slavery of this country

Holocaust Mandate

Topic: Equal pay for women in sports.

Materials Used: <https://www.nytimes.com/2022/02/22/sports/soccer/us-womens-soccer-equal-pay.html>

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): LGBTQ players in sport and the Stigmas they carry

Materials Used: <https://www.nbcnews.com/think/opinion/first-openly-gay-nfl-player-carl-nassib-could-be-turning-ncna1271896>

Addresses the Following Component of the Mandate: The first openly gay man to actively play for the NFL at the time of coming out

was not until 2021.

- Economic
- Political
- Social

Climate Change

<https://www.commonwealthfund.org/publications/explainer/2022/may/impact-climate-change-our-health-and-health-systems>

This article shares the importance of being aware of climate change as it relates to physical and mental health. Being in good health, and being able to adapt to ever-changing weather conditions is a key part of living and long, healthy life.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Younghoe Koo, Asian American NFL field goal kicker.

Materials Used: https://www.espn.com/nfl/story/_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Summative Assessment:

- Alternate Assessment
- Marking Period Assessment

Resources & Materials:

Unit Packet and Study Guide (History & Rules)

Handballs

Cones

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Strategies: Group Work, Individual Practice, Practice Games, Tournament Games

Learning Activities:

1. Proper technique of throwing the ball (technique, tactics, scoring on goals). (Understanding, Applying, Analyzing)
2. Learn rules of game of team handball. (Remembering, Understanding, Applying)
3. Play games against classmates. (Applying)
4. Go over Study Guide (Remembering, Understanding, Applying, Evaluating)
5. Team Handball Unit Assessment (Remembering, Understanding, Applying, Evaluating)

Formative Assessment:

- Anticipatory Set

- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills

- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

TECH.8.1.8

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Computer Science and Design Thinking Standards
