Unit 13: Team Handball

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 20**
Length: **1 Week**
Status: **Published**

Unit Overview

During this unit, students employ skill elements borrowed form soccer and basketball, which are two games that the students have played in previous years/units. The objective of the game is to score a goal by passing the ball quickly and throwing the ball past the defense and goalie into the goal. This fast-moving sport will emphasize cardiovascular health.

Standards

HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
HPE.2.5.6.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to

improve personal fitness.

Essential Questions

1. Why is it important to understand the concept of movement if you can already perform the movement?

2. What role does cooperation play in physical activities/sports?

3. How does one realize age-appropriate fitness?

Application of Knowledge and Skills...

Students will know that...

- 1. The equipment needed for team handball.
- 2. The definition of balance, agility, coordination, spatial awareness, and cardiovascular endurance.
- 3. The importance of moving without the ball to get into an open position.

Students will be able to...

- A. Demonstrate good sportsmanship and teamwork.
- B. Explain the rules of each game.
- C. Demonstrate agility, spatial awareness, balance and coordination when engaged in the games.
- D. Throw the ball with accuracy to teammates and to a stationary goal.
- E. Show the ability to catch and throw properly by playing "Keep Away", a lead-up game.
- F. Demonstrate the ability to group juggle, an activity which makes one throw and catch the ball quickly.

Assessments

- Unit Test Summative: Written Test A test on the game of team handball. 2.5.6.A.1,2,4, 2.5.6.B.1-2, 2.5.6.C.1-3, 2.6.6.A.1,2,5,6
- Participation and Effort Formative: Other visual assessments 2.5.6.A.1-2, 2.5.6.B.1,2.5.6.C.1-3

Activities

Small groups practice throwing and catching from different distances.

Play lead-up game, "Group Juggling". This activity will help students learn to pass the ball quickly and to react quickly to catch a ball.

Have students in groups of four and play Keep-Away. This game is a 2v2 and helps students play both offense and defense.

Explain the rules of team handball and go over boundaries of the game and goal area.

Games will be played on both sides of gym and will rotate every five minutes. Classes will keep track of scores.

Ticket to Leave- daily

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include:
  - Allow students to throw from different distances depending on their ability level
  - Mini-lessons based on skill level
  - Use different-sized balls based on comfort levels
  - Throw accurately with both dominant and non-dominant hand to moving targets

Differentiation for ELL's:

- General modifications may include:
  - Integrate activities into thematic units
  - tap the student's prior knowledge and experience, which may be different from other students in the class
  - teach learning strategies and scaffold complex texts
  - organize students into a variety of learning groups
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: balance, agility, coordination, spatial awareness, and cardiovascular endurance

Differentiation to extend learning for gifted students may include:

- Allow students to throw from different distances depending on their ability level
- Mini-lessons based on skill level
- Use different-sized balls based on comfort levels
- Throw accurately with both dominant and non-dominant hand to moving targets

Integrated/Cross-Disciplinary Instruction

Health- safety and warm-up/cool down exercises to help prevent injuries

Math- keeping track of the score of the games

Resources

pecentral.com

about.com

teachphysed.com

hometeamsonline.com

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are

excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.