Unit 16: Bowling

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 33**
Length: **1 Week**
Status: **Published**

Unit Overview

In this unit, the students will be introduced to the sport of bowling. They will learn how to use proper throwing form, keep score, and problem-solve. Sportsmanship will be emphasized.

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.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal 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.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal

fitness level, performance, and health status.

Essential Questions

1. How does one use motor skills to stay active?

2. How can one use physical education skills for recreation and wellness?

3. Why is it important to maintain balance and control while moving through space?

Application of Knowledge and Skills...

Students will know that...

- 1. Key Vocabulary terms related to bowling(approach, foul line, gutter ball, hook, lane, strike, target arrows, spare)
- 2. Basic rules of bowling.
- 3. How to add the scores after each delivery, strike, spare and regular knockdown.

Students will be able to...

- A. Describe the importance of controlling the ball correctly with hands and finger tips and correct body form.
- B. Play lead-up games to learn proper form in rolling and aiming for the pins.
- C. Discuss the importance of maintaining control of the ball.
- D. Control the bowling game among themselves following the rules.
- E. Define key terms and explain the rules of bowling.

Assessments

- Unit Test Summative: Written Test A written test on bowling. 2.5.6.A.1,2,4, 2.5.6.B.1-2, 2.5.6.C.1-3, 2.6.6.A.1,2,4,5
- Participation & Effort Formative: Other visual assessments 2.5.6.A.1,2,4, 2.5.6.C.1-3

Activities

Introduce the game of bowling and how the pins are set up in the lane.

Demonstrate correct body form, how to hold the ball, how to approach the line, and how to release the ball.

Students will practice all four aspects of the game.

Play lead-up game, aerobic bowling.

Explain and demonstrate how to keep score in bowling.

Identify scenarios with strikes, spares, regular knock-downs and gutter balls. Have students practice on scrap paper.

Break students into groups of four: one student bowls; one retrieves; one keeps score; and one re-sets the pins. Students rotate through all tasks.

Teams keep score throughout the week.

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
    - Provide calculators if needed for adding up scores
    - Students may use a variety of weighted balls

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: approach, foul line, gutter ball, hook, lane, strike, target arrows, spare

Differentiation to extend learning for gifted students may include:

- Allow students to throw from different distances depending on their ability level
- Students may use a variety of weighted balls

Integrated/Cross-Disciplinary Instruction

Math- scoring frames and computing final score

History- the history of the sport

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

Resources

PeCentral.com

Teachphysed.com

Bowling resource guide

Bowling score sheets

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.