Unit 08: Bowling

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 21**
Length: **2 Weeks**
Status: **Published**

Unit Overview

Students will be taught the proper throwing form, rules, and procedures of the game of bowling. Traditional bowling games and lead-up games that include rolling balls towards stationary and moving targets will be played. Students will learn the rules of various different lead-up games as those well as for traditional bowling games.

Standards

HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.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.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.B.CS1	Teamwork consists of effective communication and other interactions between team members.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.5.2.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.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
HPE.2.6.2.A.CS1	Appropriate types and amounts of physical activity enhance personal health.

Essential Questions

1. How can being a good teammate help me outside of class?

2. How can skills used in bowling also be used in other games/activities?

Application of Knowledge and Skills...

Students will know that...

- 1. the rules of bowling and the equipment used in the game.
- 2. the proper way to throw a bowling ball at a set of pins.
- 3. how to increase the speed when rolling a ball.

Students will be able to...

- A. Roll a ball accurately toward a target.
- B. Describe the basic rules and procedures of traditional bowling and lead-up bowling games.
- C. Demonstrate good offensive and defensive techniques during lead-up bowling activities.
- D. Identify game safety rules and cooperate with other students.

Assessments

- Bowling pre-assessment: Students will correctly identify objects used in bowling and the purposes of each object. 2.5.2.A.1 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.2
- Score Card Activity: Students will be assessed on their ability to keep score during their bowling games. Students will have a scoreboard at each lane, and will be responsible for keeping track of how many points they earn for each round. 2.5.2.A.1 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.2

Activities

- Traditional Bowling: A traditional bowling game in which students will be assigned to lanes in small groups. They will roll a ball at pins, trying to knock down as many as they can in two tries.
- Beanbag Bowling: Using bean bags, students will knock down wooden pins. Cooperation and sportsmanship will be stressed.
- Pinball: Students will protect a wooden pin while trying to knock down pins of other students. If their pin is knocked down, they will run a lap or do jumping jacks.
- Four-Goal Bowling: In teams, students will roll balls into different goals for a pre-determined point value.

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:

  - Students having difficulty will be given individual instructions from the teacher or paired with another student for additional help during activities.

  - Students having difficulty will be encouraged to focus on either offense or defense.

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: pins, strikes, spares

Differentiation to extend learning for gifted students may include:

- Students who excel will be encouraged to focus on playing offense and defense, as well as on helping others in need of assistance.

Integrated/Cross-Disciplinary Instruction

21st Century Skills: Collaboration and teamwork

Resources

- PEcentral.org
- Teachphysed.com
- Teacher-created handouts, activities, and lessons
- 60 Foam Balls
- 300 Bowling Pins and 50 Wooden Pins

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.