# Team Handball

Content Area: **Health & Phys Ed**
Course(s): **Physical Education 9-12**
Time Period: **Semester 1**
Length: **3 weeks**
Status: **Published**

## Standards

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| 2.1.12.CHSS.8 | Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting. |
| 2.2.12.MSC.1 | Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). |
| 2.2.12.MSC.2 | Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.2.12.MSC.3 | Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |
| 2.2.12.MSC.4 | Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. |
| 2.2.12.MSC.5 | Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |
| 2.2.12.PF.1 | Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. |
| 2.2.12.PF.2 | Respect and appreciate all levels of ability and encourage with care during all physical activities. |
| 2.2.12.PF.5 | Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |
| 2.2.12.LF.2 | Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. |
| 2.2.12.LF.3 | Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. |
| 2.2.12.LF.4 | Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. |
| 2.2.12.LF.5 | Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |

## Enduring Understandings

1. Team handball uses social and cross-curricular skills by working appropriately and productively with others. - **HE.9-**

**12.2.2.12.MSC** - Movement Skills and Concepts - [Core Idea] - Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

2. Implementing offensive and defensive strategies are necessary for success in team handball. - - **HE.9-12.2.2.12.MSC** - Movement Skills and Concepts - [Core Idea] - Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

3. Balance, coordination, and flexibility are key components of handball concepts. - **HE.9-12.2.2.12.PF** - Physical Fitness - [Core Idea] - Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

4. Understanding how handball and related activities can affect and benefit the overall health and an individual. - **HE.9-12.2.2.12.LF** - Lifelong Fitness - [Core Idea] - Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

5. Understand the importance of physical conditioning and its relationship to participation in the sport of handball. - **HE.9-12.2.2.12.PF** - Physical Fitness - [Core Idea] - Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

## Essential Questions

1. What components of fitness does handball encompass?

2. What do balance, coordination, and flexibility have to do with the concepts and performance of handball?

3. How can handball increase the fitness level of an individual?

4. What are the basic scoring principles, rules, and violations of these rules,

5. How will understanding these basic rules and strategies allow students to interact socially and communicate with others through this sport?

## Knowledge and Skills

Performance expectations are:

- Perform fundamental skills such as catching, passing, running, and shooting. ***HE.9-12.2.2.12.MSC.1***
- Understand and implement basic offensive and defensive positions and formations. ***HE.9-12.2.2.12.MSC.4***
- Implement basic scoring principles, rules, and penalties of the activity. ***HE.9-12.2.2.12.MSC.5***
- Improve fitness levels and understand which muscle groups are required for individual skill performance. ***HE.9-12.2.2.12.LF.3***
- Understand and implement basic strategies, both as a team and as an individual. ***HE.9-12.2.2.12.MSC.4***

## Transfer Goals

1. Students will be able to independently transition to lifelong fitness activities through the engagement of team sports.

2. Students will be able to independently incorporate teamwork, work ethic, accountability, and character education into everyday living to achieve common goals.

3. Students will be able to independently use their learning to encourage them to participate in a team sport outside of the P.E class.

## Resources

- https://openphysed.org/curriculum_resources/team-invasion-middle-school Lead up Games for Team Handball
- https://www.dynamicpeasap.com/pages/secondary-lesson-plans/team-handball/ Team Handball Block Plan
- Dynamic Physical Education for Secondary School Students (7th Edition) - hard copy

## Assessments

https://docs.google.com/document/d/1z90hu2-lCXoUTewriJPJTl5846tUuXMFSuMHD8is0yI/edit

## Modifications for Diverse Learners

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit