Unit 1: Team Handball

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sixth Grade Comprehensive Physical Education

Unit 1: Team Handball

Belleville Board of Education

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Unit Overview

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- Understand basic skills and cognitive concepts that will enable them to participate in team handball activities.

Enduring Understandings

- Movement skills (running, throwing, catching, dribbling, pivot) in the game situation.
- Understanding and performing game skills.
- Applying game strategy.
- Applying offensive and defensive strategies.
- Understanding game rules.

Essential Questions

- How do the rules help or hinder the flow of playing team handball?
- How does the understanding of game strategy help a team achieve the goal of winning the game?
- Why is it important to practice the team handball skills of passing, receiving the pass, punting, blocking running and dodging?
- What components of fitness does team handball contain?
- How does teamwork and communication effect game play in team handball?
- How does team handball increase the fitness level of each person?
- What similarities does team handball have with other team sports?

Exit Skills

- Explain and demonstrate the transition of movement skills from isolated settings into applied settings
- Apply the concepts of force and motion to impact performance
- Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style
- Detect, analyze, and correct errors and apply to refine movement skills
- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings
- Assess the effectiveness of specific mental strategies applied to improve performance
- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement
- Assess player behavior for evidence of sportsmanship in individual, small - group, and team activities
- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small – group, and team activities
- Analyze the impact of different world cultures on present - day games, sports, and dance.

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.6	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.5.6	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.6.A	Movement Skills and Concepts
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.CS2	Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.
HPE.2.5.6.B	Strategy
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	Sportsmanship, Rules, 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	Fitness and Physical Activity

Interdisciplinary Connections

MA.6.NS	The Number System
6-8.MS-PS1-5.5	Energy and matter: Flows, cycles, and conservation.
SOC.5-8.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
VPA.1.1.8	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Learning Objectives

Students will be able to:

- Develop and demonstrate proper offensive and defensive strategies and implement them in game play.
- Understand the importance of leadership, teamwork and positive social interactions during skills and games.
- Participate in lead up games and activities.
- Participate in a modified team handball game with other students and demonstrate their understanding of the team handball rules.
- Demonstrate their knowledge of team handball history, regulation, strategy, and rules.

Suggested Activities & Best Practices

- Components of Fitness
- Muscular Endurance
- Muscular Strength
- Cardio Vascular Endurance
- Flexibility
- Review
- Warm-Ups
- Locomotor Activities
- Group question and answer
- Peer assessments
- Small group discussions
- Large group discussions

Evidence of Student Learning - Checking for Understanding (CFU)

- Admit Tickets
- KWL Chart

- Evaluate

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

- Assortment of Physical Education equipment
- Teacher web–based search engines
- Audio/visual equipment

Ancillary Resources

- https://www.shapeamerica.org
- https://www.pecentral.org
- https://www.brainpop.com
- https://www.gonoodle.com
- Just Dance
- https://www.cdc.gov

Technology Infusion

- Smart TV
- Chromebook
- Music- Kids Bop
- Timer

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts
- Mathematics
- Science and Scientific Inquiry (Next Generation)
- World languages
- Technology- Smart Board
- Visual and Performing Arts

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.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century Skills/Interdisciplinary Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication, and Technology) Literacy
- Life Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Extra time to complete assignments.
- Games and Tournaments.
- Goal Setting with students.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts

- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- Tutoring by Peers.
- Using videos, illustrations, pictures, and drawings to explain or clarify.
- Using authentic assessments with real-life problem-solving.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- Additional time for skill mastery.
- Assistive technology
- Center-based Instruction.

- printed copy of board work/notes provided
- additional time for skill mastery

- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Tutoring by peers.
- Decreasing the amount of workpresented or required.
- Providing study guides.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes

- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Lesson Name: Throwing and Catching-Team Handball

NJSLS:

2.5.6.A, 2.5.6.C

Interdisciplinary Connection: Mathematics, Social Studies, and Visual Arts

Statement of Objective (s):

SWBAT: Work Cooperatively with a group to achieve a goal
SWBAT: Encourage teammates in a cooperative game
SWBAT: Toss a football or frisbee from a distance of at least 8-10 feet
SWBAT: Demonstrate the correct hand grip for the basic back hand frisbee throw
SWBAT: Demonstrate the correct hand grip for the basic football throw
SWBAT: Throw a football or frisbee for accuracy and purpose
SWBAT: Successfully catch a frisbee or football

Anticipatory Set:

Warm-Ups:

Bent-knee Sit-Ups, Push-ups, Straddle sit stretch, Lateral Jump, Seated toe touch, Body Bend, Forward Lunge, Pivot Relay, Rope Jumping, Running in place, Walk Jog

Learning Activity:

1. Arrange students in groups of 4-5 to practice tossing and catching ball
   - Check for proper form when throwing and catching
   - Check for student engagement and participation

2. Have the students throw for accuracy by having them aim for their partner's.
-Check that students are able to throw the ball with accuracy
-Check that the students are using proper form when catching the ball.

3. When students show mastery of the skills allow them to play Ultimate Frisbee
Objectives: Work together as a team to accomplish a task.
1. Break the classes up into 2 teams
2. objective of the game is to throw the frisbee to a teammate that is located in the other teams end zone.
3. Students can not move when they have the frisbee.
4. Must make 3 passes before scoring a touchdown.
5. Students may play defense but may not place their hands or any body parts on the opposing team.
6. Can not hold the ball for more than 4 seconds
7. Any turnovers become the other teams ball immediately(frisbee hits the floor, Scoring a touchdown with out making 3 passes, committing a foul)
8. Teams play for 5 minutes than are switched out.

Student Assessment/CFU's:
Check for understanding by going over rules and having each student show you proper form when catching and throwing.

-Evaluate

-Admit Tickets

Materials:

Cones, frisbee, foam ball, pinnies

21st Century Themes and Skills: Health Literacy, Civic Literacy, and Global Awareness.

Differentiation/Modifications: Goal Setting, Allow Extra Time, Games and Tournaments

Integration **of Technology:** Music, Timer, Smart TV