

Unit 3: Team Handball Copied from: PE 7, Copied on: 12/15/21

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education Grade 8

Team Handball

Belleville Board of Education

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Unit Overview

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- 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 Understanding

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

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Essential Questions

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- 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

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- 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 (NJSL-S)

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

2.5.8.A.1: Explain and demonstrate the transition of [movement skills](#) from isolated settings (i.e., skill

practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2: Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4: Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1: Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2: Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.6.B.3: Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.C.1: Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

2.5.8.C.2: Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

2.5.8.C.3: Analyze the impact of different world cultures on present-day games, sports, and dance.

2.6.8.A.1: Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.2: Use health data to develop and implement a personal fitness plan and evaluate its effectiveness

HPE.2.5.6.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
HPE.2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.8.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.B.CS1	Individual and team execution in games, sports, and other activity situations is based on

	the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
HPE.2.5.8.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
HPE.2.5.8.C.CS2	Movement activities provide a timeless opportunity to connect with people around the world.

Interdisciplinary Connections

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

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

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to assess students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

Red light, Green light-formative assessment

Unit test-summative assessment

Written reports-alternate assessment

Develop and demonstrate proper offensive and defensive strategies and implement them in game play.-
benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys

- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

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

handballs, flags, handball study guides, handball written exams, handball field diagram, handballs offensive and defensive positions sheet, handball skill test rubric, routes sheets, strategies sheet.

Ancillary Resources

Technology Infusion

- Microsoft Office 365
- Google classroom
- Chrome books

- Youtube

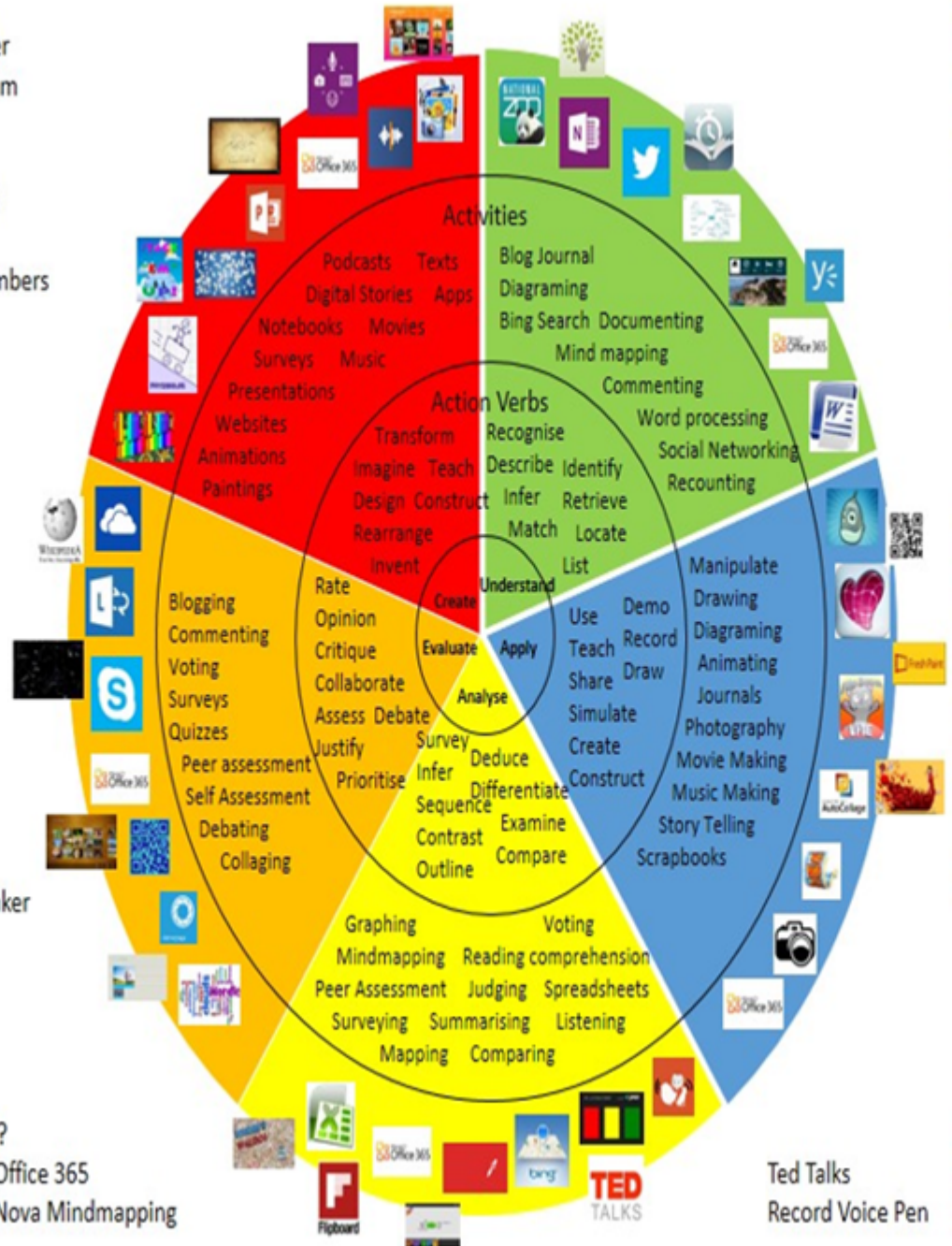
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
 Photostory 3
 Kid Story Builder
 Music Maker Jam
 Paint A Story
 Office 365
 MS PowerPoint
 Stack 'Em Up
 NqSquared Numbers
 Physamajig
 Xylophone 8

Wikipedia
 Skydrive
 Lync
 SkyMap
 Skype
 Office 365
 Puzzle Touch
 Easy QR
 Memorylage
 Life Moments
 Word Cloud Maker

Where's Waldo?
 MS Excel Office 365
 Flipboard Nova Mindmapping

Ted Talks
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- 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

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

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

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

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- 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 work presented 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

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments

- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name: Throwing and Catching and Ultimate Handball

NJSLS:

See linked standards

Interdisciplinary Connection:

Statement of Objective:

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/Do Now:

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 football or frisbee.
 - 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 football or frisbee with accuracy
 - Check that the students are using proper form when catching the football or frisbee
3. When students show mastery of the skills allow them to play Ultimate Football
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 ball to a teammate that is located in the other teams end zone.
 3. Students can not move when they have the ball.
 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(Ball/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

Materials:

Allow use of a batting tee, change ball, smaller bat, under hand toss

Listed above

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology:

