

Unit 4 - Target Games

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Belleville Public Schools

Curriculum Guide

Comprehensive Health and Physical Education, Grade 11

Unit 4 - Target Games

Belleville Board of Education

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Unit Overview

In Target Games, a player either throws, slides, or strikes an object with the goal of having the object land closest too or in a designated target. In this unit, students will focus on accuracy, discipline, control and patience. Target Games can be performed as individuals or as a team.

Target Games include, but are not limited to:

- Bowling
- Archery
- Cornhole
- Rampshot
- Golf
- Spikeball

Enduring Understanding

- Different strategies impact the outcome of games.

- Participation opportunities have expanded over time.
- There are many long term benefits of a proper warm up and cool down.
- Nutrition plays a vital role in performance and recovery.
- Performing movement skills in the correct manner improves overall performance increases the likelihood of participation in lifelong physical activity.
- Understand that movement will improve the performance of specific skills and enable one to transfer skills to a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies is necessary for players to be successful in game situations.
- To gain the maximum benefits of games and sports, everyone must make a commitment to sportsmanship and follow the rules.
- Understand that personal safety strategies reduces injuries to self and others.
- Understand that health-enhancing behaviors contribute to wellness.
- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.

Essential Questions

- How does mental imagery influence success?
- How does body and mind connection contribute to performance?
- How does using strategy in target sports influence performance in competitive games?
- What are the benefits of a proper warm and cool down when participating in target sport?
- How does nutrition play a role in target sport performance?
- How does one's role in team sports impact the social dynamic?
- How does effective and appropriate movement affect wellness?
- Why do I need to understand the concept of movement when I can already perform the movement?
- How does strategy influence performance?
- Why do I have to show good sportsmanship and follow the rules?
- Why is sportsmanship important?
- How can teamwork be carried over into my professional life?
- How can physical activity positively impact our emotional health?

Exit Skills

- Develop confidence in gross and fine motor skills to provide a foundation for participation in physical activities.
- Develop and refine gross motor skills.
- Use objects and props to develop spatial and coordination skills.
- Develop problem-solving skills, cooperation, and the ability to trust others.
- Develop in the areas of sportsmanship and teamwork and will also be knowledgeable in game strategies and rules.
- Improve self-esteem and develop a positive attitude toward physical fitness and physical activity.
- Demonstrate the understanding and respect for differences among people in physical activity settings.

New Jersey Student Learning Standards (NJSLS)

HE.2.2.12	Physical Wellness
HE.9-12.2.2.12.PF	Physical Fitness
HE.9-12.2.2.12.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.
HE.9-12.2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
HE.9-12.2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
HE.9-12.2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
HE.9-12.2.2.12.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.
HE.9-12.2.2.12.MSC	Movement Skills and Concepts
HE.9-12.2.2.12.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).
HE.9-12.2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
HE.9-12.2.2.12.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).

HE.9-12.2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
HE.9-12.2.2.12.MSC.5	<p>Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</p> <p>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.</p> <p>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).</p> <p>Individual and team execution requires interaction, respect, effort, and positive attitude.</p> <p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>

Interdisciplinary Connections

LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.B	Spell correctly.
9-12.HS-LS1-7.5.1	<p>Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.</p> <p>Numbers and Number Systems</p> <p>Statistics and Probability</p>

Learning Objectives

- SWDAT Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings.
- SWDAT Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- SWDAT Correct movement errors in response to feedback.
- SWDAT Demonstrate good sportsmanship. Shake hands, congratulate other team, and promote kindness.
- SWDAT List rules of a game and explain the importance of the rules to the safety of the game.

- SWDAT Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- SWDAT Compare and Contrast his/her role on offense and defense.
- SWDAT Demonstrate an understanding of score keeping.
- SWDAT Determine how attitude impacts physical performance.
- SWDAT Formulate and analyze plays based on different game situations.
- SWDAT Apply strategies into gameplay.
- SWDAT Utilize self-evaluation and external feedback to detect and correct errors in one's movement performance.
- SWDAT Demonstrate offensive, defensive and cooperative strategies.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Throwing Drills
- Spiking Drills
- Shooting Drills
- Chipping Drills
- Swinging Drills
- Putting Drills
- Modified Games
- Ultimate Games

Assessment Evidence - Checking for Understanding (CFU)

- Quarterly Exam - summative assessment
- Current Event Assignments - alternative assessment
- Multimedia Reports - formative assessment
- Written Reports - summative assessment
- Surveys - formative assessment
- Evaluation rubrics - Sport Ed - formative assessment
- Self- assessments - alternative assessment
- Teacher Observation Checklist - formative assessment
- Explaining - formative assessment
- Youtube Video Analysis - formative assessment

Primary Resources & Materials

- Pins
- Cones
- Targets
- Bows and Arrows
- Golf Clubs
- Golf Balls
- Spikeball Net
- Spikeball Ball
- Cornhole Board
- Cornhole Bags
- Rampshot Board
- Rampshot Balls
- Scoreboards
- Whistles
- Chromebooks (Assignments, Current Events, Etc.)

Ancillary Resources

- Sport Ed Model Packet (instructions, rules, roles, etc.)
- Quarterly Exam Review Sheets (one per game)
- Quarterly Exam (one per game)
- Current Events Worksheet
- Medical Writing Assignment

Technology Infusion

- Youtube Videos (skills, drills, history, etc.)
- P.E. Google Classroom (Rules, Assignments, Information, Announcements, etc.)
- Chromebooks (Assignments, Current Events, Quarterly, Etc.)

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
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Alignment to 21st Century Skills & Technology

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
	An individual's income and benefit needs and financial plan can change over time.
	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
	Innovative ideas or innovation can lead to career opportunities.

21st Century Skills/Interdisciplinary Themes

-Communication & Collaboration

-Life and Career Skills

-Critical Thinking and problem solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

-Global Awareness

-Health Literacy

- Civic Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Mini 2v2 modified games
- Post rules and explanation of game throughout the gym
- Demonstrate game/activity
- Youtube videos of professionals playing
- 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
- Sport Ed Model
- 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
- Fitness Journal
- 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)

- Use Visuals such as video clips and pictures
- Preview of content, concepts and vocabulary
- Have student repeat directions to check for understanding

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- Change and Modify equipment based on skill level
- 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
- Post pictures and diagrams of the rules around the gym
- 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)

-Glencoe Comprehensive Health and Human Sexuality Translated Materials

-Partner Work with a translator

- 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
- Glencoe Comprehensive Health and Physical Education Virtual Textbook - translated videos
- 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
- Translated ruled and diagrams
- 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

-Use PowerPoint in conjunction with notes

-tutoring by peers

-providing study guides

- 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
- Bigger Targets, Shorter Distances
- 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
- Partnering with peers - Sport Ed model
- 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)

- Create campaigns to demonstrate advocacy

-Advance problem-solving

-Above grade level placement option for qualified students

- 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
- Smaller targets, moving targets
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize higher level plays and game strategies
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Cornhole

NJSLS: (linked)

Interdisciplinary Connection: English Literacy, Numbers and Number Systems

Statement of Objective:

- SWDAT Explain game setup, rules and scoring.
- SWDAT Demonstrate the proper form used in an underhand throw.

Anticipatory Set/Do Now: Jog and stretches, practice throws

Learning Activity: Students will successfully play a game of cornhole with a partner using correct form and accurate score keeping.

Student Assessment/CFU's: Cornhole rules study guide worksheet

Materials: Cornhole boards, Beanbags

21st Century Themes and Skills: (linked)

Differentiation/Modifications: by process

Integration of Technology: Youtube video analysis, Study guide posted on Google Classroom

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