

# **Unit 4 - Target Games Copied from: PE 11, Copied on: 08/11/21 Copied from: PE/Health 11 (5.0 Credit), Copied on: 02/21/22**

Content Area: **PE/Health**  
Course(s): **PE 11**  
Time Period:  
Length: **27 Days**  
Status: **Published**

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

# **Comprehensive Health and Physical Education, Grade 11**

## **Unit 4 - Target Games**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Ms. Jacqueline Bellairs, Teacher of Physical Education

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

## **Unit Overview**

---

In Target Games, a player either throws, slides, or strikes an object with the goal of having the object land closest to 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 (NJSL)

---

|                  |   |
|------------------|---|
| HPE.2.2.12.C.1   | Analyze the impact of competition on personal character development.  |
| HPE.2.2.12.C.CS1 | Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.  |
| HPE.2.5.12.A.1   | Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).         |
| HPE.2.5.12.A.2   | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.  |
| HPE.2.5.12.A.3   | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).  |
| HPE.2.5.12.A.4   | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.   |
| HPE.2.5.12.A.CS1 | Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.   |
| HPE.2.5.12.B.1   | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.  |
| HPE.2.5.12.B.2   | Apply a variety of mental strategies to improve performance.  |
| HPE.2.5.12.B.3   | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.   |
| HPE.2.5.12.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.2.5.12.C.1   | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.                      |
| HPE.2.5.12.C.2   | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.  |
| HPE.2.5.12.C.3   | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |
| HPE.2.5.12.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.2.5.12.C.CS2 | Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.  |
| HPE.2.6.12       | All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.  |

## **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 | Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.<br><br>Numbers and Number Systems<br><br>Statistics and Probability  |

## **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.

| <b>Remember</b> | <b>Understand</b> | <b>Apply</b> | <b>Analyze</b> | <b>Evaluate</b> | <b>Create</b> |
|-----------------|-------------------|--------------|----------------|-----------------|---------------|
| 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



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1Padagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

---

|                   |   |
|-------------------|---|
| CRP.K-12.CRP2     | Apply appropriate academic and technical skills.  |
| CRP.K-12.CRP3     | Attend to personal health and financial well-being.   |
| CRP.K-12.CRP4     | Communicate clearly and effectively and with reason.  |
| CRP.K-12.CRP11    | Use technology to enhance productivity.   |
| CAEP.9.2.12.C.1   | Review career goals and determine steps necessary for attainment.                             |
| CAEP.9.2.12.C.2   | Modify Personalized Student Learning Plans to support declared career goals.                  |
| CAEP.9.2.12.C.3   | Identify transferable career skills and design alternate career plans.                        |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.  |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.                                     |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression.                             |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |

## 21st Century Skills/Interdisciplinary Themes

---

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

## 21st Century Skills

---

- 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)**

---

- 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
- multiple test sessions
- multi-sensory presentation

- 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)**

---

- 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**

---

- 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)**

---

- 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

|                  |   |
|------------------|---|
| HPE.2.5.12.A.1   | Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| HPE.2.5.12.A.2   | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.  |
| HPE.2.5.12.A.3   | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).                                      |
| HPE.2.5.12.A.4   | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.   |
| HPE.2.5.12.A.CS1 | Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.   |
| HPE.2.5.12.B.1   | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.  |
| HPE.2.5.12.B.2   | Apply a variety of mental strategies to improve performance.  |



|                  |   |
|------------------|---|
| HPE.2.5.12.B.3   | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.   |
| HPE.2.5.12.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.2.5.12.C.1   | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.                           |
| HPE.2.5.12.C.2   | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.   |
| HPE.2.5.12.C.3   | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.      |
| HPE.2.5.12.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.2.5.12.C.CS2 | Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.   |