Unit 3: Team Handball

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Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education Grade 8

Team Handball

Belleville Board of Education

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Board Approved:

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 Understanding

- 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
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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-S)

2.1.8	Personal and Mental Health
2.1.8.CHSS	Community Health Services and Support
	Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.

2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.

Interdisciplinary Connections

Key SUBJECTS AND 21st CENTURY THEMES

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

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics

- Economics
- Science
- Geography
- History
- Government and Civics

LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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

ATHLETES AS CLIMATE CHANGE HEROES
Create an “athletes as climate change heroes” image gallery and hang it on the wall of the school gym hall. Have students find out online about athletes against climate change and write their responses to the questions below. Students not attending PE class for whatever reason can do this exercise individually.

Assessment Evidence - Checking for Understanding (CFU)

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

Exit Slips
Rubrics
Self Assessment Worksheets

Technology Infusion

- Microsoft Office 365
- Google classroom
- Chrome books
- Youtube



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.

9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

21st Century Skills/Interdisciplinary Themes

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

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

Media Literacy
Life and career skills
Critical Thinking and problem solving

- 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

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

Please list only the **21st Century Skills** that will be incorporated into this unit.

Health Literacy

Civic Literacy

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

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Peer Groupings

Various Equipment

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.

Peer Groupings

Various Equipment

- 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.

Peer Groupings

Various Equipment

- 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

At Risk

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

Peer Groupings

Various Equipment

- 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

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.

Peer Groupings

Various Equipment

- 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

Unit Name: Throwing and Catching and Ultimate Handball

NJSLS:

See linked standards

Interdisciplinary Connection:

ELA

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:

Media Literacy
Life and career skills
Critical Thinking and problem solving

Differentiation/Modifications:

Peer Groupings

Various Equipment

Integration of Technology:

Chromebooks

2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
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