

Englewood Public School District

Physical Education

Grade 9

Unit 3: Handball, Racquet Sports and Speedball

Overview: Through sports, such as handball, racquet sports and speedball, students will develop lifetime fitness habits. They will continue to develop their coordination and balance while demonstrating team work. Students must communicate and cooperate with peers while they continue to develop their physical skills.

Time Frame: One Marking Period

Enduring Understandings:

Understanding how handball and related activities can affect and benefit the overall health of an individual.
Playing racquet sports involves balance, coordination, body awareness, muscular endurance, cardio endurance, and flexibility.
When you increase your cardio endurance and overall general physical fitness, you also improve your heart health.
Racquet sports involve the use of basic skills: the serve, forehand, backhand, footwork, and how to keep score.
Understanding how speedball and related activities can affect and benefit the overall health of an individual.
Understanding the importance of sportsmanship and communication is vital to the needs of successfully working in a group dynamic.
Movement, spacing, communication, and sportsmanship are essential to competitive sport.
Applying prior skill knowledge gained from related sport units will increase student's success in speedball.

Essential Questions:

What components of fitness does handball encompass?
What does balance, coordination, and flexibility have to do with the concepts and performance of handball?
How can handball increase the fitness level of each individual?
What components of fitness do recreational games encompass?
What do balance, coordination, and flexibility have to do with the concepts and performance of Racquet Sports?
How can Racquet Sports increase the fitness level of each individual?
What components of fitness does speedball incorporate?
What role does movement, transition, sportsmanship, and communication play in the game of speedball?
How do the basic skills of speedball relate to those of basketball, soccer, football, and handball?
How can speedball increase the fitness level of an individual?

Standards	Topics and Objectives	Activities	Resources	Assessments
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Comprehensive Health and Physical Education

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).

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.

2.5.12.B.1
Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.B.2
Apply a variety of mental strategies to improve performance.

2.5.12.B.3

Topics	Objectives	Equipment:	Benchmark Assessment:
Handball	Students will know and be able to:	<ul style="list-style-type: none"> Gator skin ball (various sizes) Nets Baskets Cones Pinnies 	<ul style="list-style-type: none"> Common Formative Assessment
	Students will know and be able to:	<p>Dream Job: Physical Therapist https://www.bing.com/videos/search?q=job+physical+therapist&view=detail&mid=D2CBA70A1874E1216C95D2CBA70A1874E1216C95&&FO RM=VRD GAR Handball Unit, Boyne School District, MI: http://local.boyne.k12.mi.us/BCHS/StaffDirectory/Hills/homepage_images/portfolio/Unit%20Plan%20%96%20Team%20Handball.doc</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Prior knowledge assessment Self-assessment Peer assessment Teacher assessment-visual Teacher assessment-verbal Teacher observation of participation Teacher observation of skills performance Written and skills tests/quizzes Projects/class assignments
	<ul style="list-style-type: none"> Perform fundamental skills such as catching, passing, running, and shooting. Understand and implement basic offensive and defensive strategies, both as a team and as individuals. Implement basic offensive and defensive positions and formations. Implement basic scoring principles, rules and understand the penalties for violations of these rules. Understand the dimensions of the playing court, boundaries and other areas of importance. Identify potential risks and dangers associated with physical activity and describe how to minimize these risks Understand the importance of physical conditioning and its relationship to participation in the sport of handball. 	<p>Handball Unit, Boyne School District, MI:</p> <ul style="list-style-type: none"> Dribbling Shooting Catching <p>Cone-Handball, PE Central</p> <p>Team Handball, Jess Messerly</p> <p>Team Handball, BC Handball:</p> <ul style="list-style-type: none"> Moving the Ball Catch and Pass Shooting Techniques and Aiming Body Fake Defense Work Offense Work Let's Play Handball <p>Team Handball Rubric, Freemont School District, Irvington High School, CA</p>	<p>Summative:</p> <ul style="list-style-type: none"> DMHS grading rubrics <p>Alternative:</p> <ul style="list-style-type: none"> Projects/class assignments <p>Team Handball Rubric, Freemont School District, Irvington High School, CA,</p>

Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

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.

2.5.12.C.2

Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

Team Handball Guide, USA Team Handball Association:

- Instructor's Guide
- Designing Your Program
- Management Ideas

Handball Lessons, Sportplan:

- Throw and Catch Again
- Backcourt's or Pivot's shot
- Shooting Drill

Team Handball Guide, USA Team Handball Association, <http://www.education.auburn.edu/wp-content/uploads/2015/09/Handball-handbook.pdf>.

Teacher Resources:

Team Handball PowerPoint, Freemont School District, Irvington High School, CA, <https://www.fremont.k12.ca.us/Page/21651>

Scooter Handball, John Casullo, Video, <http://www.peuniverse.com/videos/scooter-handball-2>

Additional Websites:

- www.pecentral.org
- www.pelinks4u.org
- www.educationworld.com
- www.teachers.net
- www.lesson-plans.theteacherscorner.net/pe
- www.lessonplanet.com

<https://www.fremont.k12.ca.us/Page/21651>

Comprehensive Health and Physical Education

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).

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.

2.5.12.A.4
Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

2.5.12.B.1
Demonstrate and assess tactical understanding by using appropriate and effective offensive,

Topics	Objectives	Equipment:	Benchmark Assessment:
Racquet Sports	<p>Students will know and be able to:</p> <ul style="list-style-type: none"> • Execute a correct serve. • Hit proper forehand and backhand shots. • Explain how to keep score. • Define the basic rules of the game. • Play the game in a sportsmanlike manner. • Respect fellow students and equipment. • Work cooperatively while playing in a doubles match. 	<p>• Simulated courts</p> <p>• Racquets</p> <p>• Balls</p> <p>• Nets</p>	<p>• Common Formative Assessment</p>
	<p>In small groups, students will create a brochure explaining the rules of different racquet sports, using terminology of the sport. Students will research the rules and define terminology to include in the brochure. (NJSLS W.9-10.7)(RST 9-10.4)</p>	<p>Racquetball, Yandiry Saldana, GAC University, http://yandirymlakar.yolasite.com/resources/racquetball%20lesson%20plan.doc.</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Prior knowledge assessment • Self-assessment • Peer assessment • Teacher assessment-visual • Teacher assessment-verbal • Teacher observation of participation • Teacher observation of skills performance • Written and skills tests/quizzes • Projects/class assignments
	<p>Racquetball, Yandiry Saldana, GAC University</p>	<p>Racquetball Beginning and Intermediate, Pat Vehrs, Brigham Young University Department of Exercise Sciences, https://studentwellness.byu.edu/uploads/pdfs/Racquetball%20Packet_F2014.pdf?v2.</p>	
	<p>Racquetball Beginning and Intermediate, Pat Vehrs, Brigham Young University Department of Exercise Sciences:</p> <ul style="list-style-type: none"> • Getting Started • Serving • Offensive and Defensive Shots • Game Strategies • Playing Doubles 	<p>Volleyball Tennis, PE Central, http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=8501#.WiWhb1VryX0</p>	<p>Summative:</p> <ul style="list-style-type: none"> • DMHS grading rubrics
	<p>Volleyball Tennis, PE Central</p>	<p>Extreme Ping Pong, PE Central, http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=8123#.WiWhnVVryX0</p>	<p>Alternative:</p> <ul style="list-style-type: none"> • Projects/class assignments
	<p>Extreme Ping Pong, PE Central</p>	<p>Throw and Catch Tennis, PE Central, http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=811#.WiWhyFVryX0</p>	
	<p>Throw and Catch Tennis, PE Central</p>		

defensive, and cooperative strategies.

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.

2.5.12.B.3

Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

2.5.12.C.2

Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

Service Anyone?, PE Central

No Racket Tennis, PE Central

Handball-Paddleball-Racquet Unit

Service Anyone?, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2005#.WiWiM1VryX0>

No Racket Tennis, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=814#.WiWiWVVryX0>

Handball-Paddleball-Racquet Unit,
http://lindamojer.com/04webbkup/racqmag/2003/232/232jr_program.htm.

Teacher Resources:

Racquetball Lessons Blog, Get Ahead with a Racquetball Game Plan, <http://racquetball-lessons.com/2013/05/12/get-ahead-with-a-racquetball-game-plan/>

Racquetball Lessons Blog, The Benefits of Early Racquet Preparation, <http://racquetball-lessons.com/>

Racquetball Rules: Drive Service Zones, Youtube, https://youtu.be/_6FyUV5EJbs

Learn to Play Raquetball, Shaw TV Saskatoon,

Comprehensive Health and Physical Education

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).

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.

2.5.12.A.4

Topics	Objectives	Speedball	Students will take pictures of healthy food they eat throughout the week. Students will post these pictures on the school's Facebook page. (NJSLs W.9-10.6)	Speedball Handbook, Timothy Fink, Pennsylvania State University:	Speedball Unit Plan, Erin Modisett and Aemily Pritchard:	Additional Websites:	Equipment:	Benchmark Assessment:	Formative Assessment:
	Students will know and be able to:	<ul style="list-style-type: none"> Perform fundamental movement skills such as catching/trapping, dribbling, passing/throwing, shooting, running, and kicking/punting. Incorporate the basic skills learned from basketball, soccer, football, and handball units. Perform the basic skills required of speedball such as, ground balls, aerial balls, kick up to self, kick up to another person, and drop kick. 	<ul style="list-style-type: none"> History Equipment Rules and Regulations Terminology 	<ul style="list-style-type: none"> Description, Field and Equipment Dribbling 	<ul style="list-style-type: none"> Speedball Handbook, Timothy Fink, Pennsylvania State University, http://gms338.waynecountyschools.org/UserFiles/Servers/Server_44689/File/Directory/Class%20Pages/Bradley,%20Jeffery%20(Physical%20Education%206-8)/PE%20Games/speedball_handbook.doc. Speedball Unit Plan, Erin Modisett and Aemily Pritchard, https://stacyhall.weebly.com/u 	<ul style="list-style-type: none"> www.pecentral.org www.pelinks4u.org www.educationworld.com www.teachers.net www.lesson-plans.theteacherscorner.net/pe www.lessonplanet.com 	<ul style="list-style-type: none"> Handballs Indoor soccer balls Cones Gym/field or similar boundary markings Pinnies Whistle/watch/clock 	<ul style="list-style-type: none"> Common Formative Assessment 	<ul style="list-style-type: none"> Prior knowledge assessment Self-assessment Peer assessment Teacher assessment-visual Teacher assessment-verbal Teacher observation of participation Teacher observation of skills performance Written and skills tests/quizzes Projects/class assignments

Youtube,
<https://youtu.be/r9KbiaswYS4>

Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

2.5.12.B.1

Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.B.3

Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

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.

- Perform the basic defensive skills of blocking, guarding, and goal keeping.
- Understand and implement basic offensive and defensive strategies, both as a team and as an individual.
- Implement basic offensive and defensive positions and formations.
- Implement basic scoring principles, rules, and safety measures and understand the penalties for violations of these rules.
- Understand the dimensions of the playing field, boundaries, and other areas of importance.

- Passing
- Punting
- Offense
- Defense

Indoor Speedball, Great Activities, PE Matters!

Students will review the posts on the school's Facebook page, and write a reflection citing future healthy food choices they will make based on their peers posts. (NJSLs W.9-10.10)

[ploads/1/5/3/1/1531585/unit_f inal.pdf](https://greatactivitiesonline.com/uploads/1/5/3/1/1531585/unit_f inal.pdf).

Indoor Speedball, Great Activities, PE Matters!

<https://greatactivitiesonline.com/indoor-speedball/>

Teacher Resources:

Speedball, The Physical Educator,
<https://thephysicaleducator.com/game/speed-ball/>

Invasion/Territorial PE Games, Speedball, Brian Lewis, Youtube,
<https://youtu.be/Zi3NqQ34oQI>

Indoor Speedball, Physedder, Youtube,
<https://youtu.be/Aq1A6lCVUTk>

Additional Websites:

- www.pecentral.org
- www.pelinks4u.org
- www.educationworld.com
- www.teachers.net
- www.lesson-plans.theteacherscorner.net/pe
- www.lessonplanet.com

Summative:

- DMHS grading rubrics

Alternative:

- Projects/class assignments

Speedball Rubric, Physical Education Rubrics, Ashtabula Area City Schools,
<http://www.aacs.net/employees.cfm?subpage=1224920>

2.5.12.C.2

Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

Key Vocabulary:

Handball

- **Catching** – to intercept and hold something that has been thrown, propelled, or dropped, usually a ball
- **Passing** – to throw or transfer the ball to another player
- **Running** – to move very rapidly with one's legs
- **Shooting** – to make an attempt to score in games such as soccer, basketball, and handball
- **Offensive/ Defensive strategies** – tactical plans designed to, respectively, score points and prevent the opposing team from scoring
- **Penalties/Violations** – consequences associated with the breaking of certain rules of play

Racquet Sports

- **Forehand** – (in tennis and other racket sports) a stroke played with the palm of the hand facing in the direction of the stroke.
- **Backhand** – (in tennis and other racket sports) a stroke played with the back of the hand facing in the direction of the stroke, typically starting with the arm crossing the body
- **Serve** – (in tennis and other racket sports) an act or turn of hitting the ball or shuttlecock to start play
- **Footwork** – the manner in which one moves one's feet in various activities such as sports and dancing
- **Etiquette** – the customary code of polite behavior in society or among members of a particular profession or group
- **Body awareness** – the ability to understand where our bodies are in space and how our bodies move
- **Coordination** – the ability to use different parts of the body together smoothly and efficiently
- **Balance** – an even distribution of weight enabling someone or something to remain upright and steady
- **Flexibility** – the ability to contort and stretch one's body
- **Sportsmanship** – fair and generous behavior or treatment of others, especially in a sports contest
- **Communication** – the imparting or exchanging of information or new

Speedball

- **Offense** – the portion of a team tasked with attempting to score points
- **Defense** – the portion of a team tasked with preventing the opposing team's scoring points
- **Throwing** – to propel with force through the air by a movement of the arm and hand
- **Kicking** – to strike or propel forcibly with the foot
- **Punting** – to drop a ball from chest height and kick it before it hits the ground

- **Ground balls** – a ball hit along the ground
- **Aerial balls** – a ball hit into the air
- **Blocking** – the action or fact of blocking or obstructing another player’s shot or pass
- **Guarding** – the action or fact of blocking or obstructing another player’s advance
- **Goal keeping** – protecting a team’s goal, basket, or score zone

Integration of 21st Century Standards:

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/ This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners

- Relate to sports in students home country if new-comer
- Videos should include closed captions in student’s native language (as appropriate)
- Speak and display terminology and movement
- Teacher modeling
- Peer modeling

Special Education

- Provide opportunities for review
- Utilize modifications & accommodations delineated in the student’s IEP
- Change movement requirements
- Focus on student’s attempts instead of precise form

At-Risk

- Provide opportunities for review
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Reminders can be provided
- Increase one on one time

Gifted and Talented

- Students can prepare questions for a medical professional about concussion prevention
- Students can present their research to another class
- Students can create a brochure describing concussion prevention
- Inquiry-based instruction
- Higher order thinking skills

<ul style="list-style-type: none"> ● Label classroom materials ● Word walls 	<ul style="list-style-type: none"> ● Work with paraprofessional ● Provide prompts and reminders ● Break tasks into manageable chunks ● Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (practice kicking into the air first). ● Solidify and refine concepts through repetition. 	<ul style="list-style-type: none"> ● Teachers may modify instructions by modeling what the student is expected to do ● Review behavior expectations and make adjustments as needed. ● Provide analogies (this is like...) 	<ul style="list-style-type: none"> ● Adjusting the pace of lessons ● Interest based content (other sports) ● Real world scenarios ● Student Driven Instruction
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Integration of Technology Standards NJSL 8:

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Interdisciplinary Connections:

ELA - NJSL/ELA:

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.