

**Physical Education
Unit 21: Team Handball**

Essential Understandings	<ul style="list-style-type: none"> ▪ Students will learn the benefits of physical activity, cooperation, and team work.
Essential Questions	<ul style="list-style-type: none"> ▪ How do you score a goal? ▪ How long can you hold onto the ball? ▪ What is a throw-in? ▪ How can you move with the ball?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Basic Rules: <ul style="list-style-type: none"> ○ 7 players on a team. ○ Players may throw, catch, push or hit the ball. ○ A player may hold the ball a maximum of 3 seconds. ○ A player may take a maximum of 3 steps, dribble the ball 3 times or shoot the ball. ○ A team scores a goal when the ball crosses the goal line. ○ The goal keeper can stop any shot while in the goal area. ○ Once the goal keeper leaves the goal area- he/she is a regular player.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ goal, throw-in, free-throw, 3 point line
Essential Skills	<ul style="list-style-type: none"> ▪ Demonstrate throwing, catching, jumping, dribbling, and running.

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<p align="center">Related Maine Learning Results</p>	<p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G1.Stability and Force Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities.</p> <ol style="list-style-type: none"> a. Demonstrate how spin and rebound affect the motion of an object. b. Use the principle of opposition, point of contact, and point of release to change the path of an object during a game/physical activity. c. Adjust movements to accommodate external forces that decrease risk for injury. <p>G2.Movement Skills Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.</p> <p>H. Physical Fitness Activities and Knowledge</p> <p>H3.Fitness Activity Students select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components.</p> <p>I. Personal and Social Skills and Knowledge</p> <p>I1.Cooperative Skills Students demonstrate collaborative skills while participating in skill activities.</p> <ol style="list-style-type: none"> a. Accept constructive feedback. b. Give constructive feedback c. Include peers respectfully in activities. <p>I2.Responsible Behavior Students demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>I3.Safety Rules and Rules of Play Students predict how etiquette/rules improve games/activities.</p> <ol style="list-style-type: none"> a. Explain how etiquette/rules contribute to productive participation. b. Predict how modifications to the environment can impact safety during games/physical activities.
<p align="center">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Teacher demonstrates the rules of the game. Divide the class into 3 or 4 teams depending on class size. Play 7 minute games.
<p align="center">Sample Classroom Assessment</p>	<ul style="list-style-type: none"> ▪ Teacher observation. Students participate in the game to the best of their ability.

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Methods	
Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>Quality Lesson Plans for Secondary Education</u> - Zakrajsek, Cares and Pettigrew

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