

Physical Education

Unit 22: Disc Golf

| | |
|---------------------------------|---|
| 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 keep score? ▪ How do you throw the disc? ▪ How many holes on a golf course? |
| Essential Knowledge | <ul style="list-style-type: none"> ▪ <u>Basic Rules:</u> <ul style="list-style-type: none"> ○ 4 players in a group. Individual players compete against the 3 other players. ○ Must throw the disc (Frisbee) toward the target from the tee box. ○ The next throw is from where the disc landed. ○ The player farthest from the hole throws first. ○ The player finishes the “hole” when he/she hits the target. ○ Each player counts his/her throws. The lowest number of throws wins. ○ Any unplayable lie can be relocated with a one stroke penalty. |
| Vocabulary | <ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ par, bogey, birdie, eagle, hole in one, pin, putt |
| Essential Skills | <ul style="list-style-type: none"> ▪ Throw the disc (Frisbee). |

Physical Education

Unit 22: Disc Golf

| | |
|---|---|
| <p style="text-align: center;">Related Maine Learning Results</p> | <p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G2.Movement Skills</p> <p>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</p> <p>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</p> <p>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</p> <p>Students demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>I3.Safety Rules and Rules of Play</p> <p>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 style="text-align: center;">Sample Lessons And Activities</p> | <ul style="list-style-type: none"> ▪ Divide the class into small groups of 4 to practice throwing the disc. Teacher and more skilled Frisbee throwers will help those students having difficulty. |
| <p style="text-align: center;">Sample Classroom Assessment Methods</p> | <ul style="list-style-type: none"> ▪ Teacher observation of student's ability to throw the disc (Frisbee). ▪ Students will keep their score on the special score cards. |
| <p style="text-align: center;">Sample Resources</p> | <ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Ready to Use Secondary PE Activities Program</u> - Ken Lumsen and Sally Jones |

approved fall 2013