

Unit Plan Template

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Unit Name: Handball

Subject Area: Physical Education

Grade Level(s): Grade 5

Introduction: What will students learn in this unit and why is it important? Describe the theme and student outcomes, including guiding questions and real-world connections.

Unit Introduction
<p>In grade 5, students are required to learn handball as a core sport. Due to this being the first year in the progression, the primary emphasis is on fundamental skill acquisition and teamwork. Students will engage in progressive lessons and activities throughout the unit that help with strategic thinking and collaboration. The techniques students will develop are throwing, catching, and shooting at the opposing team's goal(1.06, 2.03). In addition, throughout the unit, communication and collaboration are vital while strategizing to complete a common goal in a game-like scenario. (2.01, 6.05)</p> <p>Copy of Curriculum Map Template (2021) - Google Docs</p>
Guiding Question(s) and/or Real-World Connections
<p><i>Consider how you would make the unit relevant to students. What real-world connections or guiding questions would you use to hook your students?</i></p>
<ul style="list-style-type: none"> ● What handball skills can apply to other sports? ● How does sportsmanship in handball relate to our school's 4Rs? (Rigor, Respect, Relationship, and Responsibility)? ● How does collaboration in handball translate to school or a work environment? ● Can critical thinking and decision-making in handball be used to problem-solve outside of sports? <p>Real-world connection:</p> <ul style="list-style-type: none"> ● How do professional handball players apply skills and strategies in high-level competition (watching game clips when introducing the class to students) ● Handball matches against the grade above and the grade under.

Standards: What are the standards or curricular outcomes of this unit as provided by your school, district, or government? Add all applicable content-area standards, including cross-curricular standards. (Add rows as needed.)

Content Area	Standard(s) Addressed
Physical Education: Manipulative Skills	Throw and catch an object underhand and overhand while avoiding an opponent (1.06)
Physical Education: Movement Concept	Explain the importance of open space in playing sports related games (2.01)
Physical Education: Body Management	Explain how to adjust body position to catch a ball thrown off-center. (2.03)
Physical Education: Cooperative Game	Handball (6.05)

Overarching Goals: What are the big-picture goals for student achievement and mastery in this unit? Orient these goals around overall student skills, growth, and development. Your unit objectives should be derived from these goals.

At the end of the unit:

Foundational Skills and Strategy

- The student will be able to demonstrate accuracy while throwing and shooting at the goal.
- The student will be able to consistently catch a handball passed to them by a teammate.

Collaboration

- The student will be able to apply tactical knowledge and informed decision-making in a game-like situation (through communicating with teammates)

Objectives: What are the lesson objectives for this unit that will lead students to complete specific tasks and meet the overarching goals. Objectives should use language that is specific, measurable, achievable, relevant, and timely (SMART).

Content-Area Objectives
<ul style="list-style-type: none"> • Students will be able to demonstrate improved accuracy in their throws by hitting a designated target 7 out of 10 time from a specific distance • Students will be able to shoot at the goal, hitting the target area at least 7 out of 10 times while being slightly guarded by an opposing team member. • Students will be able to consistently catch a handball passed to them by a teammate with an

- accuracy rate of 90%
- Students will be able to apply decision making skills and tactical knowledge to game like situations 80% of the time
- Students will be able to demonstrate effective communication and collaboration with teammates by utilizing hand signals, verbal cues, and clear instructions to enhance gameplay.

Literacy Goals: How does this unit support students’ language and literacy development? Include literacy skills, key vocabulary, and 21st-century skills (i.e., critical thinking, creativity, collaboration, communication, information/technology literacy).

Literacy Skills
<p>Reading: Students are required to read game related prompts, rules and sports related vocabulary. The items may include instructions for a specific scheme or in game goal, rules related to particular scenarios and unit vocabulary.</p> <p>Writing: Students are required to write reflections on their class experience and personal performance.</p> <p>Oral Communication: During games and peer evaluations students are expected to communicate with others through verbal cues, and clear instructions.</p> <p>Critical Thinking: In game students are expected to use problem solving, decision-making, and strategy analysis. The will also receive prompts to use critical thinking toward game rules and areas for personal growth</p> <p>Visual Literacy: Students will have to interpret offensive and defensive plays.</p> <p>Media Literacy: Students will analyze game footage, and clips of how to do particular techniques.</p>
Vocabulary
<p>Center Line - The center line delineates the handball court sizes into two halves. It also marks the spot at the center of the court used for the throw off.</p> <p>Assault - An assault in handball key words refers to a forceful and deliberate attack against the body of another person.</p> <p>Handling the ball - Dribbling, catching, or passing the ball</p> <p>Man Marking - Defensive strategy where a defender is assigned a specific opposition player to guard rather than covering an area of the court.</p> <p>Interception - Stop and catch the ball before it reaches a particular place</p> <p>Piston Movement - Basic attacking movement by moving continuously forwards and backwards.</p> <p>Goalkeeper - A player positioned inside the goalkeeping area who is opposed to field players - allowed to use his legs.</p> <p>Give-and-go - Offensive play that involves passing the ball (give) and then running (go) to an open spot to receive the ball back.</p>

Tactics - A set of planned game elements to be used in attack and in defense by a team during the given game

Resources:

<https://members.ehf.eu/community/activities/download.ashx?reason=ehfcanFile&id=1733>

[Handball Terms | Team Handball Terminology and Phrases \(theurules.co.uk\)](http://theurules.co.uk)

21st-Century Skills

Leadership: Students will cultivate skills as a leader through being a team captain, organizing strategies, and motivating others.

Resilience: Students will work through challenges and failures by maintaining a positive attitude

Communication: Students will give feedback and talk strategy with students on their team.

Collaboration: Students will work with others to perform effectively in a game like situation

Critical Thinking: Student will review game situations and adapt strategies to meet the needs of their teams

Problem Solving: Students will be able to recognize problems and find solutions during gameplay

Creativity: Students will attempt to execute plays, and tactics while performing assaults

Prerequisite Skills: What skills and prior knowledge do students need before this unit?

- Students should have the ability to communicate with others in a game setting
- Students should have a clear understanding of open space
- Students should have basic hand-eye coordination

Assessments: What form of evaluation tools will you use to measure student learning and achievement both at the end of the unit and throughout? Clarify any modifications you would make based on student readiness, ability level, primary language, or interest.

Summative Assessment (Include projects, performances, tasks, or traditional tests you will implement for students to demonstrate that they have met the overarching goals and objectives.)	
Description(s)	Modifications
5 team in class handball tournament: During this particular handball game students must attempt both an over and underhand throw and show that they can catch a ball using the proper technique. Each team must also write a reflection on any special training they did to prepare for the tournament.	A five pass before shooting game modification could be added to this activity to ensure that all students can demonstrate what they have learned
Formative Assessments (Include checks for understanding, quizzes, activities, and other progress monitoring as students move toward mastery of the overarching goals and objectives.)	
Description(s)	Modifications
<u>Popcorn Quiz:</u> This will include looking at how the game is played around the world, special diets eaten and workouts and recovery by professional athletes and the history of the game.	Include cultural and anatomy questions about handball
<u>Vocabulary Quiz:</u> Terms: Center Line, Assault, Handling the Ball, Man Making, Interception, Piston Movement, Goalkeeper, Give-and-go, Tactics	Create stations for students to act out the actions instead of taking a traditional test
<u>Throwing Form Assessment:</u> Overhand and Underhand throw assessment that can be done through challenge stations.	Have students assess another student with a simplified rubric Video analysis where the class gives the student a grade
<u>Catching Assessment:</u> Only on diamond formation above the waist. This can be done by distance and difficulty. Students can move back each time they catch a handball.	Incorporate a skills challenge where students have to catch the ball from different angles for points
<u>Teamwork Assessment (Peer Assessment):</u> Based on how much and how effective communication used during a game is for each student. (Negativity loses points) The students will be observed and graded by their peers on if they communicated with others on both offense and defence	Team based reflection on performance of each member of a team Cooperative challenge that evaluates collaboration and communication
<u>Open Space Assessment (Self-Assessment):</u> Students must cratic their ability to move to open space in a reflection after the game.	Have students give a form detailing their plan and the results of attempting to get open.



<p><u>Wall ball assessment:</u> Students will be assessed on their ability to throw a ball overhand and catch properly using a paper ball or a sock.</p>	<p>Video submission where the students share the motion they are completing when doing the overhand throw.</p>
<p><u>Under hand throw assessment:</u> Can be performed with a paper ball</p>	<p>Motion Jeopardy: allow students to use google to find pictures that resemble the parts of the of the motion shared.</p>

Lessons: How will you sequence the lessons, formative assessments, and summative assessment in this unit? Briefly describe each lesson including techniques to differentiate the product, content, and/or process for the diverse needs of your students.

1. Lesson 1
 - a. Objective: The student will be able to demonstrate improved accuracy in their throws by hitting a designated target 7 out of 10 times from a specific distance.
 - b. Prerequisite Skills: Understanding of basic throwing technique
 - c. Description: During this lesson students will improve their throwing accuracy. Included in this lesson will be a throwing accuracy challenge where students will attempt to hit targets from specific distances. As students participate the teacher will provide guidance based on technique and release points. As students practice they will strive to reach the objective of hitting each target 7 out of 10 times before moving on to the next target.
 - d. Differentiation: Students will be provided with targets at different lengths and size. If the student is unable to hit 7 out of 10 at a particular target they must stay at the target and work to improve their accuracy.
2. Lesson 2
 - a. Objective: The student will be able to shoot at the goal, hitting the target area at least 7 out of 10 times while being slightly guarded by an opposing team member.
 - b. Prerequisite Skills: Basic shooting technique
 - c. Description: In this lesson, students will work toward improving their shooting skills under pressure. After practicing shooting form, students will work on shooting toward the goal while receiving slight defense from the opposing team. As students work their objective is to score on goal 7 out of 10 times. While participating, the primary focus is to use quick decision making skills while throwing an accurate shot on goal while facing moderate defensive pressure.
 - d. Differentiation: Increase defensive pressure based on students skill level and athleticism. Allow students who need additional support to practice the shooting technique at a separate goal
3. Lesson 3
 - a. Objective: The student will be able to consistently catch a handball passed to them by a teammate with an accuracy rate of 90%
 - b. Prerequisite Skills: Hand eye coordinations
 - c. Description: This lesson will involve students working to improve their ability to catch on a consistent basis. One element of this class will include a catching consistency challenge where students will catch handballs thrown by different classmates from various angles. Student will be observed to ensure that they are using proper hand eye coordination to catch the ball.
 - d. Differentiation: The throwing distance and angles can be adjusted for different skill levels. Students can also have additional time to practice their catch technique in between their turn rotation in the challenge.
4. Lesson 4
 - a. Objective: Students will be able to apply decision-making skills and tactical knowledge to game-like situations 80% of the time.

- b. Prerequisite Skills: Understanding of game rules, skills and strategy.
 - c. Description: During this lesson students will work on their decision making skills in game situations. As students play they must evaluate available options and tactical knowledge on offense as well as defense. While playing on offense students will be observed to see if they pass, dribble, and shoot to ensure 80% accuracy.
 - d. Differentiation: Students will receive visual cues, tactical review from the teacher if needed.
5. Lesson 5 (Repeat as necessary.)
- a. Objective: The student will be able to demonstrate effective communication and collaboration with teammates by utilizing hand signals, verbal cues, and clear instructions to enhance game play.
 - b. Prerequisite Skills: Understanding of game rulers and team work.
 - c. Description: During lesson 5 students will work on their communication and collaboration skills in game. The will learn about different methods of communicating (verbal, body gesture, eye contact). Students will play a handball game where communication is expected everytime down court.
 - d. Differentiation: Provide students with the opportunity to be a team captain at various points of the game. Also, the teacher can give feedback on skill effectiveness to help students improve.

Remediation & Next Steps: How will you remediate, review, and extend prior to moving to the next unit? Include considerations for students who lack prior knowledge.

Remediation Activities	<p>Individual Instruction: This teacher will provide one-on-one instruction when gaps in knowledge are noticed in student learning. The instruction could be through review of concepts taught, and additional time to work on skills</p> <p>Scaffold: This teacher can break down concepts into smaller sections. This can be accomplished with video analysis of techniques, and simplified terminology</p> <p>Differentiated Assessments: This teacher could modify the assessment to match students current skill level.</p>
Review Activities	<p>Practice Previous Activities: Have students review through practicing exercises that they already had to complete using the skills in the unit.</p> <p>Reflection: Have students write or talk about the things that they have learned in the unit.</p>
Extension Activities	<p>Problem-Based-Activity: This activity could be creating a game scenario where students have to meet a certain objective i a distinct amount of time.</p> <p>Project: Have students work independently on a project which draws a close connection with the sport. (maybe finding out what is the recovery that a particular handball player uses during in-season play).</p>

References: Add resources you used to create this unit plan and links to important texts and tools referenced within.

1. <https://members.ehf.eu/community/activities/download.ashx?reason=ehfcanFile&id=1733>
2. [Handball Terms | Team Handball Terminology and Phrases \(theukrules.co.uk\)](http://theukrules.co.uk/Handball_Terms_Team_Handball_Terminology_and_Phrases)
3. [Physical Education and 21st Century Learning | Move Live Learn](https://www.move-live.com/Physical-Education-and-21st-Century-Learning)