

**East Physical Education**

UNIT: Bowling

**Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS</b></p> <p><b>Standard 1:</b> Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p><b>Standard 2:</b> Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p><b>Standard 3:</b> Students will understand and be able to manage their personal and community resources.</p>	<b>Transfer</b>	
	<p>Students will be able to independently choose to engage in Bowling in order to achieve and maintain a healthy lifestyle.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> Students will understand that... Answer your essential Questions</p> <ul style="list-style-type: none"> <li>responsible personal &amp; social behavior in physical activity settings</li> <li>understanding &amp; respect for differences among people in physical activity settings</li> <li>understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, &amp; social interaction</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>What are some key concepts of Bowling?</p> <p>How do Practice and procedures improve skills in sports?</p> <p>How do you use balance in the game of Bowling?</p> <p>How do You use power and coordination in bowling?</p>
	<b>Acquisition</b>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>fundamental physical skills &amp; progress to complex movement activities as physically able.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>Bowling scoring</li> <li>Swing</li> <li>Stance</li> <li>Alignment</li> </ul>	
<b>Stage 2 - Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<p>Participation/Sportsmanship</p>	<p><b>PERFORMANCE TASK(S):</b></p> <ul style="list-style-type: none"> <li>Daily Grade based on Department established Rubric.</li> <li>Daily Fitness component towards Fitnessgram improvement</li> <li>Improvement of Skill level through tasks, skills, and student led games</li> </ul>	

Written Assignments	<p><i>OTHER EVIDENCE:</i></p> <ul style="list-style-type: none"> <li>• <i>Written assignment on skills, rules, and impact on overall wellness</i></li> </ul>

**Stage 3 – Learning Plan**

*Summary of Key Learning Events and Instruction*

<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
<p><i>Intro to</i></p> <ul style="list-style-type: none"> <li>• <i>What do students know about Bowling</i></li> <li>• <i>History of Bowling</i></li> </ul> <p><i>Review etiquette and personal and social responsibilities.</i></p> <p><i>Health/skill Related Fitness Components</i></p> <p><i>Discuss/handouts community resources for Bowling. Area Gyms, YMCA, rec centers, neighborhood possibilities)</i></p>	<p><i>Review: History, etiquette and review community opportunities.</i></p> <p><i>Teach: Ball selection &amp; Delivery. Four steps approach &amp; practice no ball. Four step approach practice with ball</i></p> <p><i>Game: Intro to singles play</i></p>	<p><i>Review: Ball selection &amp; Delivery. Four steps approach &amp; practice no ball. Four step approach practice with ball</i></p> <p><i>Teach: Spare and strike system and Scoring.</i></p> <p><i>Game: Controlled Scrimmage or tournament</i></p>	<p><i>Review: Spare and strike system and Scoring.</i></p> <p><i>Teach: Full Game Play.</i></p> <p><i>Game: Round Robin Tournament</i></p>
<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 7</b>	<b>DAY 8</b>

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