**East Physical Education**

UNIT: BOXING

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  Standard 1:  Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.  Standard 2:  Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.  Standard 3:  Students will understand and be able to manage their personal and community resources. | ***Transfer*** | |
| *Students will be able to independently choose to engage in techniques that teach boxing skills/ self -defense in order to achieve and maintain a healthy lifestyle.* | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * Procedures for a proper warm up , locking of the wrists, protecting hands, face, and private areas * Participation in boxing increases strength, cardiovascular endurance, agility, and a strong mind/ body connection * The length of each bout, protective headgear worn, what is necessary to win a match. (judging) | ESSENTIAL QUESTIONS   * What safety rules are used when learning how to box? * How do boxing techniques and training teach lifelong fitness? * What differences exist between an amateur boxer and a professional boxer? |
| ***Acquisition*** | |
| *Students will know…*   * All the punches> the jab, straight right, hook, uppercut, guard up, combinations, parrying, jab catching, drops, blocks, slips * Jump roping, hitting the heavy bag drills, using a double end bag, stance, footwork, shadow boxing, and rhythm skills, and stretches specific to boxing * Wearing hand wraps and boxing gloves * How to hit the mitts * Difference between a southpaw boxer and right -handed boxer | *Students will be skilled at…*   * Using offense and defense skills * Using the proper warm up skills * Hitting the mitts * Wrapping their hands, and wearing gloves correctly |
| **Stage 2 – Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Participation/Sportsmanship | PERFORMANCE TASK(S):   * Daily Grade based on Department established Rubric. * Daily Fitness component towards Fitness-gram improvement * Improvement of Skill level through tasks, skills, and student led demonstrations | |
| Written Assignments | OTHER EVIDENCE:   * Written assignment on skills, rules, and impact on overall wellness * Design a personal training program that includes boxing techniques * Critique boxing and write up a review | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   |  |  |  |  | | --- | --- | --- | --- | | ***DAY 1*** | ***DAY 2*** | ***DAY 3*** | ***DAY 4*** | | Intro to   * History of boxing * Safety rules * Hand wrapping / wearing the correct gloves * Proper boxing warm up * Stance * Footwork * Punches   Review etiquette and personal and social responsibilities.  Health/skill Related Fitness Components  Discuss/handouts community resources for…... Area Gyms, YMCA, rec centers, neighborhood possibilities) | * Review Day 1 * Heavy Bag & double end bag punching * Boxing drills | * Review Day 1 & 2 * Mitt hitting * Partner & boxing drills * Watch a video of boxing and look for techniques/ skills or watch two experienced boxers demonstrate | * *Review Day 1, 2, & 3* * *Using some of the boxing techniques for fitness training* * *Written quiz or survey* | | ***DAY 5*** | ***DAY 6*** | ***DAY 7*** | ***DAY 8*** | |  |  |  |  | | | |