

Unit 19: Matball

Unit #:	APSDO-00026663	Duration:	5.0 Lesson(s)	Date(s)	
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Team:
Allison Zmuda (Author), Kathleen Fisher, James Pappa, Katie Schmutz, Timothy Feshler, Lisa Abate, Jeffrey Redman, Ann Perrault, Holly Rzonca, Cheryl Edwards, Donald Bartomioli, Molly DeSantis, Mellanee Harmon

Grade(s)
7, 8

Subject(s)
Wellness

Unit Focus

In this unit, students will continue to experience matball through a deliberate focus on understanding the rules of baseball and applying them to the activity. Students will demonstrate improved performance by participating in small team objectives and skill developing activities.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Connecticut Goals and Standards <i>Physical Education: 4</i></p> <ul style="list-style-type: none"> Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms <i>M.10.1</i> <p><i>Physical Education: 8</i></p> <ul style="list-style-type: none"> Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same <i>H.13.1</i> 	<p>T1 (T1) Develop skills, knowledge and concepts needed to make appropriate decisions to create a healthy and balanced lifestyle.</p> <p>T2 (T4) Identify a goal, determine an appropriate plan, evaluate its effectiveness and make appropriate adjustments.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p>U1 (U100) Keeping your body centered keeps you grounded.</p> <p>U2 (U101) Knowing where your body is located in space keeps you moving where you want to go.</p> <p>U3 (U106) Effective execution of kicks is determined by the amount of power and technique necessary to get the ball to its</p>	<p>Q1 (Q100) How can I keep my body centered?</p> <p>Q2 (Q101) How do I use my body to move around the ____ (field, gym, dance floor)? How do I stay aware of where everyone else is?</p> <p>Q3 (Q104) How do I stay in control when I stop, start and change direction?</p>

<ul style="list-style-type: none"> • Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances <i>H.10.1</i> • Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills <i>H.9.2</i> • Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities <i>H.13.2</i> • Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations <i>H.10.3</i> • Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings <i>H.13.3</i> • Persist in practicing activities to increase specific skill competence in areas of interest <i>H.14.5</i> • Seek personally challenging experiences through physical activity as a means to personal growth <i>H.14.4</i> • Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships <i>H.14.3</i> 	destination. U4 (U108) Demonstrating proper technique (body position, correct movements) creates a predictable outcome.	Q4 (Q106) How do I kick the ball to get it where I want it to go? Q5 (Q107) How do I hit the ball/object to get it where I want it to go? Q6 (Q109) How do I keep the ball alive?	
	Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)	
		S1 Gr 5-8: Strike a pitched ball with feet to an open space S2 Gr 5-8: Vary speed and/or trajectory of the ball based on location of the defenders in relation to the target S3 Gr 5-8: Run and dodge a ball	