

Phase II: UNIT PLANNING

UNIT: _____Bowling_____ TIME FRAME: _3 Weeks_____ TEACHER: _K-5 PhysicalEducationTeachers _____

Unit Summary and Rationale: (Outlines the components of the unit and the reasoning for their inclusion):
Student will be able to count, score, understand terminology, rotate properly and record scores.

Unit Connection College and Career Ready Descriptions: Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- * Students will demonstrate independence.
- * Students will value evidence.
- ☐ Students will build strong content knowledge.
- * Students will respond to the varying demands of audience, task, and discipline.
- * Students will critique as well as comprehend.
- ☐ Students will use technology and digital media strategically and capably.
- ☐ Students will develop an understanding of other perspectives and cultures.

Unit Standards: Teachers should list the standards to be addressed within the unit.

Content	Reading	Writing
<ol style="list-style-type: none">1. Personal Health and Fitness2. A safe and healthy environment3. Resource Management	<ol style="list-style-type: none">1. CCR. 1-Rules2. CCR. 3-Game Play and Skills3. CCR. 6- Use of Skills4. CCR. 7-Demonstration of approach, release, rotate	<ol style="list-style-type: none">1. CCR. 1-Listening2. CCR. 2-Analysis of content/scoring3. CCR. 5-Strengthen skills for application in game
Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond <i>who, what and where</i> . They need to lead to the <i>how</i> and <i>why</i> .		Big Ideas: These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study.
Why is it integral for students to have the proper release to improve their score. How to keep score in the proper boxes and with proper addition skills.		Learning to take your turn (rotate). Student cooperation and support of each other. Student will learn how to score and what terminology to use with two or three strikes. Student should be able to conclude the fact the more pins or strikes and spares you

	get the higher the score. The slower you roll and straighter the release the better the outcome.
--	--

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit.

Reading Tasks	Writing Tasks
<ol style="list-style-type: none"> 1. Word wall for terminology 2. Rules 3. Score sheet 4. Positions 	<ol style="list-style-type: none"> 1. Skill Test—approach, release and follow through 2. Written test for scoring 3. Visual test for rotation 4. Personal goal setting

Assessments: List types of assessments that will be used throughout the course of the unit.

If you do not have assessments for this unit, they should be created before moving on to the lesson design

DIAGNOSTIC	FORMATIVE	SUMMATIVE
Completed score sheet with proper scoring Visual Test for approach, release, follow though and rotation	Student observation throughout the unit.	Visual Written Scoring/score sheets

Text(s) Selections (generated by (?) both teacher and student)

Teachers will list the genres/titles for study:

Students may learn more from actual bowling at a regular bowling alley.

Student will learn more about scoring in class since most real bowling alleys have automatic scoring machine.

Real bowling balls that fit each individual would help the student.

Notes:

Modifications can be made for students of various abilities.