

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: Physical Education

Unit Name: Cornhole

Objectives:

<u>Academic Expectations</u>	<u>Program of Studies</u>	<u>Core Content for Assessment</u>
<p>2.31: Students will understand that movement concepts, principles, strategies and tactics apply to the learning and performance of physical activities.</p> <p>2.34: Students perform physical movement skills effectively in a variety of settings.</p> <p>2.35: Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.</p>	<p>PL-H-PS-U-1: Students will understand that movement concepts, principles, strategies and tactics apply to the learning and performance of physical activities.</p> <p>PL-H-PS-U-2: Students will understand that motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable.</p> <p>PL-H-PS-U-3: Students will understand that basic and advance skills and tactics need to be refined, combined and varied</p>	<p>PL-HS-2.1.1: Students will analyze the principles for motor skills (e.g., accuracy, technique, physics, and mechanics) and make applications for improving these skills (locomotor, nonlocomotor, and transitional).</p> <p>PL-HS-2.1.2: Students will infer how an analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for the improvement of skills used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball).</p>

	<p>in the development of specialized skills.</p> <p>PL-H-PS-S-6: Students will recognize physical activity as an opportunity for positive social and group interaction.</p> <p>PL-H-PS-S-7: Students will evaluate how an analysis of specialized movement patterns (e.g., golf club swing, shooting a basketball) and sequence evaluation (e.g., positioning, performing, follow through) can be used to detect and correct errors in performances.</p>	
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Purpose of the Unit:

To teach the students the rules, tactics, scoring, strategies and teamwork that corresponds with cornhole.

Prerequisites:

These students are somewhat familiar with throwing/tossing; therefore I will start off slowly and progress depending on student learning. I will introduce how to play the game – explaining basic rules, work on each different throw/toss, and partner play.

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	Rules Demonstrates the four tosses Stations Pre-Test	<p>Does Cornhole contribute to cardiorespiratory endurance? [Guide discussion toward a “no” answer.]</p> <p>How can you modify the game of Cornhole so that it contributes to cardiorespiratory endurance?</p> <p>Did you learn anything new about cornhole (i.e. basic fold/sling/pancake etc.)?</p>	Pre-Test Assessment <i>(Written)</i> Tactics and strategies	All students will be actively involved in practice of skills and game play.	Pre-Test Assessment <i>(written)</i>
2	Go over Pre-Test Go over 4 cornhole tosses Stations	How do Newton’s laws apply to the underhand toss used in Cornhole? What did you find was the impact of friction, gravity, wind, and muscle	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Review of pre-test

		force on the underhand toss used in Cornhole? If we played outside, what changes could you have to make?			
3	Offensive and defensive tactics Review of rules Basic fold toss and a double fold toss in doubles play	Why is it important to keep winning and losing in perspective during physical activities? What type of force should be applied on the underhand toss used in Cornhole? How could cornhold help you meet new people?	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Teacher observation
4	Review the techniques Review of rules Pancake toss and sling toss in doubles play	What type of toss do you like the best and why? Which toss is the most difficult? What could you	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Self-Assessment <i>(written)</i>

		do to get better at each toss?			
5	Review the technique Students play doubles Cornhole using the toss of their choice	How can cornhole benefit you, other than physical activity? Why is good sportsmanship important?	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Teacher observation
6	Tournament Games	How did your team perform today? What strategies could you use to do better in the next round of games? Is it important to focus on your toss?	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Teacher observation
7	Tournament Games	How did your team perform today? What strategies could you use to do better in the next round of games? Is it important to focus on your toss?	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Teacher observation
	Tournament Games	How did your team perform today? What strategies could	Tactics and strategies	All students will be actively involved in practice of	Teacher observation

8		you use to do better in the next round of games? Is it important to focus on your toss?		skills and game play.	
9	Tournament Games Post test	How did your team perform today? What strategies could you use to do better in the next round of games? Is it important to focus on your toss?	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Post-Test Assessment <i>(Written)</i>
10	Tournament Games Review Post Test	What did you learn from the cornhole unit? What can you do to extend your learning in cornhole?	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Review Post test

