Unit 06: Basketball

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 19**
Length: **4 Weeks**
Status: **Published**

Unit Overview

Basketball is a popular sport in the United States. The game involved physical fitness, spatial awareness, teamwork, and individual skill to play. The students will dribble, pass and shoot using the skills that are required to play the game of basketball. These skills will be enhanced and improved upon from prior years units.

Standards

HPE.2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
HPE.2.5.4.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
HPE.2.5.4.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.5.4.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Essential Questions

1. How are skills and drills important to participate in basketball?

2. Why is it important to practice fundamental skills?

3. What are characteristics of good sportsmanship?

Application of Knowledge and Skills...

Students will know that...

- 1. key basketball terms, such as ball, net, backboard, bounce pass, chest pass, jump shot, dribbling, finger tips, scoring, traveling, double dribble, are tied to in-game activities.
- 2. the importance of basketball skills and are included in teamwork and spacing.
- 3. basics of rules and regulations keep themselves and their peers safe.

Students will be able to...

- A. Demonstrate the skills of passing, dribbling, and shooting.
- B. Demonstrate ball control while dribbling.
- C. Identify the use of spacing in game play.
- D. Apply learned skills in game play.

Assessments

- Basketball Test Formative: Written Test A written exam about the skills, terms, and games of basketball. 2.5.4.A.1 2.5.4.A.2 2.5.4.B.1 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1
- Basketball Dribbling Pre-Assessment Diagnostic: Instructional/Assessment Focus Students in a large group setting will be given basketballs to dribble. They must maintain control to stay in the game during a time exhibition. A checklist will be employed to check for progress. 2.5.4.A.1 2.5.4.A.2 2.5.4.B.1 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1
- Scooter Basketball Summative: Exhibition Students will be divided into two teams. A performance rubric will check skills used and safety issues addressed using scooters. 2.5.4.A.1 2.5.4.A.2 2.5.4.B.1 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1

Activities

- Relay Races: Students will be divided into groups from their warm up lines. One at a time in relay style, the students will dribble around cones.
- Dribble/Pass Tag: Students will be divided into eight teams and there will be two teams per quadrant to play in. The team with the ball will try to tag they other team by dribbling and passing the ball to their team mates and tag with their hand the other team out.
- Keep Away: Students will find a partner. One partner starts with the ball and dribbles around he gym in their general space while their partner is the defender and tries to steal the ball without touching

them. If they steal the ball they will then keep the ball away from their partner.

- Make It, Take It: Students will be divided into four teams, one in each corner of the court. Each team will have two balls. The teams will dribble to the other end of the court and shoot at that basket. They get one shot, if they make it they take one item from one of the two teams, if they miss they dribble back to their team and give the ball to the next person in line.
- Shooting Game Stations: Students will be divided into four groups. Each group will rotate through the following shooting games:
    - *GOLF* : Students will take turns shooting from 6 holes(spots). They count how many shots it took them to make a basket at each spot. The most shots at a hole are three and least is one.
    - *AROUND THE WORLD* : Students will take one shot at each spot, if they make it they keep going, if they miss they stay at that spot. They have to travel around the world through six spots.
    - *Seven-UP SHOOTING* : Students will divide into two teams and shoot from the foul line. Each team will shoot one at a time and if they make a basket they put a cone up, if they miss they rebound ball and hand to next person in line. First team to seven wins.
    - *MARCH MADNESS :* Students will divide into two lines. First person in each line will shoot until the first person makes a basket. The person that makes a basket goes to end of line and the other person sits out. The students will continue until only one champion remains.
- Full Court Basketball Game: Students will be divided into four teams of five and play a full court game. Teacher will switch teams to play everyone.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:

    - Completed study guides and detailed notes will be given students who need it.

Differentiation for ELL's:

- General modifications may include:
    - Integrate activities into thematic units
    - tap the student's prior knowledge and experience, which may be different from other students in the class

    - teach learning strategies and scaffold complex texts
    - organize students into a variety of learning groups
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: ball, net, backboard, bounce pass, chest pass, jump shot, dribbling, finger tips, scoring, traveling, double dribble

Differentiation to extend learning for gifted students may include:

- Students will be challenged to pass and trap with strong and weak foot.
- Students will be challenged to use different parts of their body to control ball.
- Students will be challenged to keep the game moving by using strategy.
- Students will be challenged to make a pass to score a goal.

Integrated/Cross-Disciplinary Instruction

Language Arts connection to Basketball Poetry. Students will create poems about being a sports star and how being physically fit can help you.

Resources

- Ready to use, P.E. Activities for grades 3-4. Joanne M. Landy and Maxwell J. Landy, Parker Publishing Company, 1992
- www.pecentral.com
- www.teachphysed.com
- Awesome Elementary School Physical Education Activities. Cliff Carnes, 1983
- Elementary P.E. Teacher's Survival Guide Jeff Carpenter & Diane Tunnell, Parker Publishing Company, 1994
- Basketballs
- Cones
- Pinnies and markers

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between

	abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.