Unit 08: Basketball

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 12**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, the students will learn the rules, key terms, and boundaries of the court, positions, and how to play the game of basketball. Teamwork and sportsmanship will be emphasized.

Standards

HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.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.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
HPE.2.5.6.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and

	available time may impact personal fitness.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
HPE.2.6.6.A.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

Essential Questions

1. Why are teamwork and cooperation important beyond the playing field/court?

2. How can one use physical education skills for recreation and wellness?

3. How does one select activities to stay active throughout life?

Application of Knowledge and Skills...

Students will know that...

- 1. Key vocabulary terms related to basketball. (dribble, lay-up, jump-shot, rebound, foul, chest-pass, bounce-pass, man-to- man, zone, jump-ball)
- 2. The difference between offense and defense
- 3. The basic rules of basketball
- 4. How to use different parts of their bodies in the game of basketball. (defense, offense, shooting, back-pedaling, jumping, dribbling and passing)

Students will be able to...

- F. Define key terms and explain the rules of basketball
- A. Describe the importance of controlling the ball correctly, with hands and finger tips, using correct form
- B. Run to open spaces to receive passes and to take shots
- C. Play lead-up games to learn offense and defense, shooting, passing and dribbling
- D. Discuss the importance of playing together as a team
- E. Control the basketball game among themselves following the rules
- G. Participate in a basketball league following rules of basketball
- H. Shoot, pass and dribble using correct forms

Assessments

- Mid-Year Benchmark Test Summative: Other visual assessments Mid-Year benchmark test. 2.5.6.A.1-4, 2.5.6.B.1,2, 2.5.6.C.1-3
- Participation & Effort Formative: Other visual assessments 2.5.6.A1-4, 2.5.6.B.1-2, 2.5.6.C.1-3
- Unit Test Summative: Written Test A test on basketball. 2.5.6.A.1-4, 2.5.6.B.1-2, 2.5.6.C.1-3, 2.6.6.A.1-6

Activities

Demonstrate how to hold, dribble, pass and shoot the basketball. (28.5 size, regulation for sixth grade and under for boys and girls)

Demonstrate how to shoot lay-ups, jump shots and foul shots.

Review footwork, body positioning and the importance of eying the target.

Practice all basketball skills

Explain the rules and boundaries of a basketball game and court.

Play a variety of lead-up games, such as knock-out, dribble tag, swish, five-spot shooting, around the world, and 2v2 king of the court) to help develop skills in dribbling, passing, shooting, offense, defense and teamwork

Form teams for league play (Students will keep score, call their own fouls, and rotate games every five minutes.)

Ticket to Leave- daily

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:

- Allow students to shoot jump shots from different distances
- Mini-lessons based on skill level
- Use regular and mini-size basketballs
- Dribble and shoot lay-ups with both the right and the left hand
- Specialized Equipment- basketballs with hand imprints to help with proper shooting form

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: dribble, lay-up, jump-shot, rebound, foul, chest-pass, bounce-pass, man-to-man, zone, jump-ball

Differentiation to extend learning for gifted students may include:

- Allow students to shoot jump shots from different distances
- Mini-lessons based on skill level
- Use regular and mini-size basketballs
- Dribble and shoot lay-ups with both the right and the left hand
- Specialized Equipment- basketballs with hand imprints to help with proper shooting form

Integrated/Cross-Disciplinary Instruction

Social Studies- history of sport and how it has transformed over the years

Health- safety and warm-up/cool down exercises to help prevent injuries

Math- keeping accurate score

Resources

pecentral.com

about.com

teachphysed.com

hometeamsonline.com

nba.com

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.