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.2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.8.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
HPE.2.5.8.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
HPE.2.6.8.A	Fitness and Physical Activity
HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
HPE.2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.

HPE.2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
HPE.2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
HPE.2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
HPE.2.6.8.A.CS1	Knowing and applying a variety of effective training 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

ncaa.org

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.